

Inspection report for early years provision

Unique reference number	EY292501
Inspection date	20/11/2009
Inspector	Rebecca Johnson

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2005. She lives with her five children, aged between two years and 16 years, in a house in Dudley. There are shops, parks and schools within easy walking distance. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The childminder is registered to care for two children within the early years age range when working alone and three children in the early years age range when working with an assistant. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently six children on roll who attend for a variety of sessions. The childminder receives support from local authorities and is developing partnerships with other agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in the childminder's care, where they are well-supported and are making good progress in their learning and development. The uniqueness of each child is recognised due to the childminder's exceptionally good understanding of children's individual needs and her wholly inclusive practice, where all children are valued and made to feel welcome. Positive relationships with parents and other professionals are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder is clearly able to identify strengths and weaknesses of the provision to enable her to make continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge and understanding of signs and symptoms of abuse and her awareness of her role in protecting the children in her care ensures that their welfare is safeguarded. Premises are safe and secure and detailed risk assessments which cover all areas used by children and outings they participate in, ensure that any potential risks to children have been minimised.

The childminder is well-qualified and experienced. She is passionate about the service that she provides and is committed to providing a high level of care to ensure the best possible outcomes for the children. She regularly attends training to update her knowledge and expertise. She reflects on her practice to identify areas for improvement and the use of extensive self-evaluation enables her to implement changes and thus facilitate and maintain continuous improvement. The childminder manages daily routines effectively to accommodate the individual needs of all the children attending. The environment is utilised well and provides children with choices about where and with what they wish to play.

All documentation which contributes to the children's health, safety and welfare is in place. Additional information and in-depth policies relating to the setting, support the childminder's good practice. The childminder works exceptionally well with parents, other agencies and professionals in order to develop a consistent approach in meeting children's personal needs. Children are cared for in accordance with their parents' wishes and the childminder takes time to accumulate information relating to their individual needs and preferences before they start. This ensures continuity between home and minding environments and helps children to settle well. Parents are provided with information about their child through written diaries and informal discussions which take place each day. Bi-monthly newsletters inform parents about topics and activities children will be participating in. Parent's views are sought through the use of feedback sheets. Comments are extremely positive and parents say that they have confidence in the childminder and are happy with the care their children receive. The childminder promotes equality and diversity exceptionally well to help children to develop an awareness of the society in which they live.

The quality and standards of the early years provision and outcomes for children

Children develop self esteem as the childminder offers praise and encouragement at all times. They are building positive relationships with the childminder and are obviously happy and contented in her care. They delight in the individual time and attention they receive from her as she involves herself in their play, for example, when playing with the toy tigers. Children develop positive attitudes to learning because the childminder shows an interest in everything they do. A range of activities fosters children's participation and the childminder's good support and gentle encouragement enables them to enjoy and achieve. They especially enjoy investigating sensory toys such as fibre-optic lights, and discovering different textures through heuristic play. Their creative and imaginative development is supported through craft activities such as collage and painting, and the role play area is often transformed into a hairdresser's, vet's or post office. Children learn about the wider world through visits from Community Support Officers and a range of activities such as listening to music from around the world and celebrating festivals, for example, Diwali and Hanukkah. A travelling bear goes on holiday with the children and his travels are recorded through photographs and journals which children enjoy sharing.

The childminder's flexible planning develops through the interests and play

preferences of children and ensures they receive a balance of both child-led and adult-initiated activities along with opportunities to access quiet, active, indoor and outdoor activities within their daily routine. Both spontaneous and planned observations are carried out. However, these do not always clearly show differentiation or children's next steps and are not always used fully to inform planning and thus ensure that children make progress in all areas of learning at a pace suitable to their individual needs.

The childminder has an excellent understanding of inclusive practice. All children are highly valued and their specific needs are recognised and met appropriately. Children are made to feel special as they are encouraged to develop their own individual personalities in a caring environment where they are respected as individuals. The childminder has a good knowledge of children's development and personal preferences and provides resources and activities to suit these. Children respond positively to the childminder's methods of behaviour management which is appropriate to children's age and stage of development and reinforces positive behaviour. They learn to be kind to each other and to share toys. The childminder makes good use of praise to support positive behaviour and acts as a positive role model for the children.

Children are cared for in a warm and welcoming environment and there are good procedures in place to protect them from illness and infection. Parents are informed that the childminder does not take children if they have a contagious illness and they are provided with a list of exclusion periods for infectious diseases which are strictly adhered to. Children are beginning to learn about their own personal hygiene. They wash their hands at appropriate times throughout the day. Children enjoy healthy, home-cooked meals such as casseroles and pasta. They learn about the importance of eating healthy foods as they make healthy food pictures. Children's dietary needs are recognised and met as the childminder discusses them with parents and reviews this information regularly. Outdoor play activities provide children with fresh air and opportunities to experience equipment such as bikes and scooters. They participate in games with the parachute or play hopscotch, which contributes to their health and helps them to develop control of their bodies.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met