

Inspection report for early years provision

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Inspection date	06/07/2010
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2002. She lives with her son aged 10 years on the outskirts of Bilston close to local shops and schools. The childminder is registered at two properties in the local area. The childminder works with other registered childminders and assistants. There is a fully enclosed garden at both premises for outdoor play.

The childminder is registered to care for six children at any one time, three of whom may be in the Early years age range. There are currently 28 children on roll of whom 14 are in the Early years age range. Children attend for a variety of sessions. The childminder is also registered to provide overnight care at both addresses. She is registered on the Early years register and both the voluntary and compulsory parts of the childcare register.

The childminder provides a service to take and collect children from local schools and nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises the setting successfully to ensure that all co-minders and assistants work effectively together. Children are well supported in this homely environment and are making progress in their learning and development although effective planning and observation practise's are yet to be fully implemented. The uniqueness of each child is recognised due to the childminder's good understanding of children's individual needs. Positive relationships with parents are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder demonstrates a capacity for continual improvement and is able to clearly identify the strengths and weaknesses of her provision.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare) 23/07/2010

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 good 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 fully safeguarded. Recruitment procedures are robust and all co-minders and assistants are suitable vetted. Both premises used by the children are safe and secure. Risk assessments are maintained to ensure that any potential risks to children have been minimised. Most documentation is in place and confidentially maintained. However, written consent to seek emergency medical treatment has not been obtained for all children therefore their well-being is potentially compromised in this area.

The childminder is well qualified, dedicated and passionate about the service that she provides to ensure the best possible outcomes for the children. She has a wealth of experience and regularly attends training to update her knowledge and expertise. She works in close partnership with both her co-minders and assistants to ensure that children's individual needs are well met. The childminder manages daily routines effectively to accommodate the individual needs of all the children attending. The environments are utilised well and provide children with choices about where and with what they wish to play. The childminder is clearly able to identify any areas for improvement and implement changes to enable her to facilitate and maintain continuous improvement.

The childminder works well in partnership with parents 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 on a daily basis through informal discussions and written records. The use of written questionnaires encourages children, parents and other practitioners to express their views on the setting. Parents state that the childminder is reliable, flexible and caring and that they are happy knowing that they are leaving their children in safe capable hands. The childminder's practice is wholly inclusive and all children are valued as individuals and made to feel special.

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. 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 cooking activities and are developing mathematical concepts as they measure ingredients. Children's communication and literacy skills are developed through books which they choose

and take to the childminder to read to them and a range of mark-making equipment to support early writing. Children learn about the world in which they live as they visit museums and enjoy trips to the parks to look at the birds. Children's knowledge is further extended as they dress up in clothes from around the world and celebrate their diverse backgrounds through festivals and enjoying foods from other cultures. Children's physical development is supported as children regularly dance to music and use large equipment at the local park.

The childminder's flexible planning develops through the interests and play preferences of children and ensures that they are able to participate in a range of activities which sustain their interest. However, systems to observe and evaluate children's progress in order to plan activities for the next steps of learning and ensure that children make progress at a pace suitable to their individual needs have yet to be fully implemented.

Children are cared for in a warm and welcoming environment and there are good procedures in place to protect them from illness and infection. 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 which reflect their individual diversity and cultural preferences. Children are beginning to understand how to keep themselves safe as they learn how to use equipment correctly and how to cross the road safely when walking to the park. Children demonstrate their feelings of security and express them as they play confidently and give out lots of spontaneous cuddles throughout their play time.

The childminder has a good understanding of inclusive practice. All children are highly valued and their specific needs 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 their needs are recognised and they are respected as individuals. 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. As a result children are helped by a supportive and caring childminder to feel secure and safe in their environment.

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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