

Inspection report for early years provision

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Inspection date	01/12/2009
Inspector	Julie Mary Preston
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 was registered in 2001. She lives with her, husband, and two children aged 12 and 16 years in Wednesfield, West Midlands, close to shops, schools and parks. The playroom, kitchen, downstairs bathroom and the hallway in the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children and she takes children to the local park. The family have two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time of whom no more than three may be in the early years age range. She is currently minding five children from this age group. She also cares for one child over eight years. All of the children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA) and is a qualified nursery nurse and has ten years experience working with young children. She regularly attends the local playgroup and Mother and Toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works closely with parents/carers and other agencies in most instances to ensure consistency and to allow individual needs of children to be well met, enabling them to make good progress. She provides an inclusive and welcoming environment where children are very happy, settled, confident and enjoy their time in her care. The childminder is continually developing her understanding of the Early Years Foundation Stage, so that the welfare, learning and development needs of children are successfully met. A good range of policies and procedures are mostly implemented well and shared with parents. The childminder is committed to the continual improvement of her provision through ongoing reflection of her practice and training.

What steps need to be taken to improve provision further?

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

- review risk assessment processes to look at risks associated with all trips and outings
- review opportunities provided for parents to be involved and extend children's learning and development at home.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues. Children are protected from harm and neglect as she demonstrates a sound understanding of safeguarding procedures. She is aware of the signs and symptoms of abuse and the relevant agencies that need to be informed should she have any concerns. Risk assessments are undertaken both inside and outside the house to reduce any potential hazards to children. Regular fire drills are undertaken so that children know how to evacuate the house quickly and safely. However, the risk assessment processes do not cover all aspects of outings children participate in.

Partnerships with parents are good, information is shared well, such as, when a child initially joins the setting and settling in. This is achieved through daily verbal feedback and routine assessment. The childminder also seeks parental opinions, with previous parents providing letters and cards regarding the care she provided for their children with comments, such as, 'my child has so much fun', 'always gives me good advice' and 'always has time for a chat to help me with any worries'. The childminder is experienced in offering an inclusive service for children and their families, working well in partnership with them and other agencies/schools in order to achieve this. She is successful in making sure all children make good progress from their initial starting points and children enjoy individual support to enhance their learning. She has a good understanding of the Early Years Foundation Stage, completing plans, providing resources, assessment and observations that reflect this. However, information is not always provided for parents to enable them to expand and extend activities/topics with children at home.

The childminder shows she is committed to ongoing improvement, she continually reflects on her own practices, seeks parental views and attends ongoing training to continually enhance and develop her knowledge and skills. For example, she has recently updated her first aid and attended training on approaches to the new Early Years Foundation Stage. She aims to work in partnership with parents and other agencies, liaising daily with the school/nursery that children currently attend. A good range of policies and procedures are used effectively and shared with parents. The childminder provides children with a good range of challenging, exciting experiences daily within routine activities.

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

Children learn to adopt a healthy lifestyle in many ways as the childminder encourages good hygiene practices and healthy eating. For example, children knew that they must wash their hands before they had their lunch. She provides daily opportunities for children to have fresh air and exercise and ensures that her premises are clean and well maintained. They develop an awareness of safety issues within their daily routine, for example, they learn about stranger danger and about road safety when walking to and from school. Children's understanding of

equality and diversity is well promoted as resources, activities and experiences support this. For example, children celebrate festivals from a variety of different cultures, they find out about the real meaning of Christmas and have access to resources that promote positive images.

The childminder provides a secure and inviting environment for children who attend having a good range of resources that cover all aspects of learning. Children eagerly enter the setting, are happy, interact well with each other and close bonds are evident between them and the childminder. They share, take turns and play well independently, and as part of a group. The childminder skilfully engages children during free play and adult initiated activities. She promotes and supports their learning through questioning, discussion and by example. She provides a good range of adult-led and child-initiated activities. She effectively extends activities regularly incorporating ideas, such as, number and colour recognition. Resources are used effectively to promote individual children's learning and development. Children's language skills are being extended well by the childminder encouraging them to listen to stories, sing familiar songs and rhymes and through ongoing discussions undertaken within all activities. Their starting points are identified and they benefit from the good level of support and planning to meet their individual needs.

Children are encouraged to be independent and confident learners in most instances, for example, the play environment is well laid out with toys and equipment are provided at low level enabling children to self-select from the range available. They are well behaved and respond well to the childminder's management of their behaviour, enjoying receiving praise and encouragement for their achievements. Children use their imagination and creativity well in a variety of different ways, such as, acting out roles within role play, within construction and when using the wide selection of art and craft resources. The childminder undertakes regular observations in order to effectively monitor children's progress and updates individual assessments. These are then used as a tool to identify strengths, weaknesses and to allow appropriate planning for children's future learning and development.

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	3

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	3
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	3
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

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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