

Inspection report for early years provision

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Inspection date	12/10/2009
Inspector	Jasvinder Kaur
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 was registered in 2002. She lives with her husband and two children aged seven and 10 years in the area of Oldbury, West Midlands. The whole of the ground floor of the premises and a bedroom and bathroom on the first floor are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. The childminder also offers care to children aged over five years. This provision is registered with Ofsted on the Early Years Register and the compulsory part and voluntary part of the Childcare Register.

The childminder collects children from the local schools, runs a local carer and toddler group and attends several in the local area on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good and effective for children in the Early Years Foundation Stage (EYFS). All policies and procedures are inclusive and implemented successfully to promote children's welfare. A well-planned daily routine enables all children to enjoy their time with the childminder and make progress in their learning. Good partnerships with parents ensure that children's needs are met effectively. Systems to evaluate practice are effective in improving standards and making further progress in most areas to establish a quality provision for all children.

What steps need to be taken to improve provision further?

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

- improve further observation and assessment records of children to identify their achievements clearly in order to plan next steps in learning effectively
- ensure documentation in relation to all accidents is consistently maintained.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm or neglect, as she has a clear understanding of the Local Safeguarding Children Board procedures and signs and symptoms of abuse. Comprehensive policies and procedures are shared with parents to ensure they understand the duty of adults to safeguard children. All adults within the provision have undergone appropriate vetting procedures. This

further promotes children's safety. Daily risk assessments and actions taken to manage or eliminate hazards are effective. All equipment, furniture and toys are suitable and safe. Children are encouraged to adopt safe and responsible habits through regular input from the childminder, for instance, on road safety and the possible dangers in their everyday life. Children are protected from the spread of infection, because there is a good procedure in place to exclude any with infectious illnesses.

The childminder provides a friendly environment where children feel secure and demonstrate a sense of trust. Good organisation of resources provides free choice to encourage children's independence, including encouragement for toddlers to explore. The childminder has implemented a robust system to monitor and evaluate her practice, thus ensuring that improvements are made which promote children's welfare and learning in most aspects. For example, she has updated all policies and procedures in line with EYFS and is making constant improvements in her professional skills to provide good outcomes for children and to promote diversity. She regularly attends relevant courses, including First Aid, Safeguarding Children and Food Hygiene. However, documentation in relation to all accidents is not consistently maintained.

The childminder establishes positive and professional relationships with parents and carers and recognises their contribution as partners in their children's care and well-being. Through a two-way exchange of information and records, including 'All about me', parents are encouraged to share what they know about their children, particularly when they first start. They receive newsletters and copies of written policies and procedures and have free access to their children's profiles. Opportunities are provided to discuss their child's day verbally and through sharing information about planned activities.

In order fully to promote continuity and progression, there are suitable arrangements to develop partnerships with other professionals such as local school staff for any children who are moving on. The childminder actively promotes equality of opportunity. Children develop their knowledge and understanding of the wider world through a wide range of activities, such as celebrating festivals all through the year, including the Chinese New Year, Desherra, Diwali, Easter and Eid. Children taste oriental foods and create associated art work, for instance, making rangoli patterns and clay divas. There is a wide range of resources available that promote diversity and anti-discriminatory practice.

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

Children are provided with good opportunities to make progress in their learning and development. They benefit from the well-organised, safe environment. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. She has set up a system to maintain children's individual profiles, although her records of observations and assessments are not optimum to identify their achievements in order to help her plan activities towards next steps in learning. Nevertheless, children are actively involved in planning of activities and

selecting resources needed.

The children have a sense of belonging. They appear to be settled, as the childminder is well aware of their individual needs. They learn social skills and enjoy being with adults and peers at the childminder's house and at the toddler group, which they attend regularly. Older children learn to consider younger children and invite them to join in activities. All children confidently make decisions in choosing resources and develop a sense of responsibility by packing these resources away when they have finished playing with them. The children are well behaved, as the childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

Children extend their vocabulary by sharing their thoughts and experiences they have at home and at their pre-school settings. Routine activities such as singing nursery rhymes, reading stories, making marks and writing for different purposes enhance children's communication skills. They enjoy naming animals and repeat words and phrases while listening to stories. Young children take pleasure in creating personal words as they begin to develop language and indicate their needs in a variety of ways. Children develop understanding of numbers and shapes through daily routines and play, including matching and sorting shapes and colours, singing number rhymes and counting everyday objects like doors and cars while walking to school. They expand their simple calculation skills and learn about differences in size and pattern during role play and categorising toys according to size and colour. Children are encouraged to solve number problems during play, lunch times and cooking activities.

A variety of themed activities is planned to supplement children's learning and knowledge of the environment, including trips to the Dudley Zoo, park and local supermarkets, and walks in the area. Children show interest in living things, as they observe and learn about different animals. During cooking activities, they investigate and find out how chocolate melts and changes from 'hard' to 'soft'. Young children are happy and content in exploring their own environment. They acquire basic skills in operating computers and a good range of programmable toys to develop their understanding of how technology can help them in their everyday lives. A wide range of colouring materials and a selection of resources are supplied to help children explore and develop their creative skills, including making cards for their family members and face masks on paper plates. A range of musical instruments, textures and sensory experiences, including hand and foot printing, water and sand play, supports children's skills. Children use their imaginations while taking part in a variety of role play, such as pretending to be a hairdresser. Their skills are extended when they collect leaves, observe how they dry out and scrunch them up to make a hedgehog. A range of musical instruments and listening to a variety of music supports children's talents.

Children explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills. They walk to and from the school and the library and regularly play at their local park. The resources in the pre-school setting and back garden provide sufficient challenge for a varied age group of children. Children adopt good personal hygiene routines, including washing hands before eating, after messy play and using the toilet. They enjoy packed

lunches and fresh fruits and yogurt at snack times. Drinking water is available and accessible throughout the session. Through themed activities such as 'Work with Heart', children learn about the benefits of healthy eating and exercise to keep fit.

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

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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