

Inspection report for early years provision

Unique reference number	EY354377
Inspection date	05/11/2009
Inspector	Lesley Jane Bott
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 2007. She lives with her partner in a house in Willenhall in the West Midlands area. She uses the whole of the ground floor and the bathroom on the first floor for childminding. There is an enclosed rear garden suitable for outdoor play.

The childminder is registered to care for a maximum of four children under eight years of age at any one time, of whom no more than three may be in the early years age range, and, of these, two may be under 1 year. However, when working with an assistant, she may care for 4 children in the early years age range, of whom no more than 2 may be under 1 year at any one time. There are currently three children on roll in this age group, some of whom attend on a part-time basis. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds an 'Early Childhood Studies and Special Needs and Inclusion (HONS)' degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is wholly committed to planning and providing experiences that enable all children to participate to the full and get the most out of their activities and opportunities. She has started to build excellent relationships with parents, giving them information on their child's activities and development in various ways.

Every child and their family are valued and respected by the childminder who takes much pride in the work she does and the positive role she plays in children's individual development, learning and overall enjoyment and progress. There is an extremely strong drive to build upon good practice in order to maintain continuous improvement, thereby constantly enhancing outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a record of written consent for emergency medical treatment (Organisation). 26/11/2009

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

- improve further the collation of observations and assessment to clearly illustrate children's progress and the next steps in their development.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder is fully aware of her role and responsibilities in respect to safeguarding children. Clear information is shared with parents regarding her duty of care to act in the child's best interest at all times with regard to child protection. The childminder carries out regular checks around the home and outside to minimise hazards and risks to the children in her care. For example, written risk assessments are in place for facilities that she regularly uses with the children. Most comprehensive policies and procedures are in place to ensure that children are protected and well supported, although the emergency medication forms are still to be completed by parents for this to be complete.

Parents and carers are kept very well informed of their child's progress and development. They receive copies of the childminder's policies and procedures via e mail. Information is also given to parents in a variety of ways, verbally as well as in a written daily diary, together with a weekly activities book and a monthly newsletter. Parents and children's views and comments are constantly being sought as the childminder uses questionnaires to aid the evaluation of the quality of her provision. Close working with other settings involved in the delivery of the EYFS, helps to promote a consistent approach and a shared collaboration.

The layout and effective use of the home affords children a wide scope of activities, resources and learning opportunities. They can make choices for themselves from equipment which is stored in low level containers. The use of labels and pictorial signage enables all children to develop their free choice of activities. They have well-planned opportunities to learn about themselves and others through planned activities and the range of resources available to them which reflect diversity. The variety is supplemented by the well-planned use of the local network toy library to maintain children's interests and extend their progress.

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

The childminder is highly committed to working in partnership with parents, carers and other professionals and has developed this aspect most effectively. Children settle with the childminder easily and feel secure with her as they develop a close relationship and enjoy the company of other members of her family who are registered assistants.

Children make good progress in all aspects of their learning. The childminder is able to identify a child's interest and adapts activities to meet these. For example, while talking about animals they read the "Going on a bear hunt" book which in turn led them to look at differences in bears, where they live and different colours. They were able to read the story and listen to the song about it on the computer. These activities support children's interest in books and develop their use of technology.

Children are encouraged to recognise their own unique qualities and characteristics they share with others as they contribute to self-registration. When they arrive at the childminder's they look in the mirror at themselves and find their own picture and name to stick on the door. They are excited about doing this and call it signing in and out as the practice is reversed when they leave. The door also displays the planning and activities for the week together with information placed at appropriate height for the children on the number and letter of the week they will be focusing on.

In the school holidays children enjoy trips to a nearby farm and zoo and enjoyed the craft activities on offer at a local art gallery. Children develop their awareness of diversity as they develop an awareness of differences and experience a wide variety of activities. A wide selection of resources and age-appropriate equipment is available to the children; this is supplemented with additional input from the local toy library to ensure that children learn accurately about different cultures, customs and relating to people with a range of abilities and needs. The children are currently enjoying the opportunity to learn sign language. They are able to show the inspector the sign for book and paint. Children delight in mark-making, using a range of media like sand and paint as well as the ready access to pens, pencils and crayons.

Children's understanding of safety issues is demonstrated as they participate in fire drills and know the routine for emergency evacuation in order to stay safe. The childminder's good knowledge of the learning and development and welfare requirements promotes children's learning, however, further improvement of observations and assessment will help to clearly illustrate children's progress and what the next steps in their development will be. Children's behaviour is good as they contribute to the 'house rules' and become aware of the consequences of their actions on others. The conduct of the childminder and her family provides a positive model of behaviour for all children to learn from as any strategies used are age appropriate.

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	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	1

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	1

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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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