

Inspection report for early years provision

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| Unique reference number | 259749 |
| Inspection date | 11/01/2010 |
| 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 2001. She lives with her husband and two teenage children. They live in a house in Walsall, West Midlands. Local shops and school are within walking distance. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outside play. The family have a dog, rabbit and fish.

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 two part-time children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local school and nursery. She attends a number of pre-school settings for minded children on a regular basis.

The childminder holds appropriate early years qualifications to Level 4. She is a member of the National Childminding Association and the Walsall Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well planned daily routine ensures all children enjoy their time with the childminder and make good progress in their learning. The childminder has developed high quality links with other providers, schools and pre-school groups to ensure all children's specific needs are met successfully and that there is a continuity of provision. All policies and procedures are inclusive and implemented successfully to promote children's welfare. Effective partnerships with parents and regular self-evaluation by the childminder ensure that most priorities for future progress are identified and acted on to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve further the availability of drinks to ensure they are independently accessible to all children through out the session
- extend the arrangements for obtaining information from parents in respect of children's learning when they first starts.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect, as the childminder has a good understanding of the signs and symptoms of abuse and Local Safeguarding Children Board procedures. All adults within the provision have undergone effective vetting procedures to promote children's safety. Detailed risk assessment records confirm that the childminder carries out effective safety checks both around the home and for proposed outings to eliminate risks. Children become skilled at keeping themselves safe through the childminder's guidance and visits from police officers, fire officers and paramedics at their pre-school settings, which they attend regularly with the childminder. Good procedures are in place to protect children from the spread of infection, and the childminder takes the necessary steps to promote their good health.

Children's care is promoted well. Parents' and children's views are sought to evaluate and improve the service through verbal feedback. Regularly undertaking various relevant courses is the key strength of the childminder. She has attained a Level 4 qualification in Early Years, is currently working towards the foundation degree to promote a good quality care and education to all children. All policies and procedures are under continual review, and the complaints procedure and children's records are effectively maintained and readily available for inspection and for parents.

Children benefit from positive and professional relationships between parents and the childminder, who recognises their contribution as partners in their children's care and well-being. Children's achievements and progress are discussed on a regular basis. However, arrangements for obtaining information from parents in respect of children's learning when they first start are not sufficiently comprehensive. This impacts on the challenges presented to individual children. Nevertheless, the childminder works effectively in partnership with other professionals. She meets with the local pre-school staff to discuss individual children in order to fully promote continuity and progression.

The childminder embraces the concept of inclusion and promotes this through children's everyday experiences. Children learn to value diversity, as they have access to a wide range of play materials, play opportunities and activities that reflect disability and diversity and acknowledge cultural differences. Toys and resources are deployed well to provide free choice, consequently encouraging children to be independent and to develop a positive disposition to learn.

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

Children are contented and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. They play happily in the secure environment with self-selected toys. Good organisation of equipment and toys provides inclusive practice and enables children to use the resources imaginatively and follow their

natural curiosity as learners. The childminder has set up a good system for observing and assessing children's play to help her plan activities linked to the early learning goals. Her findings are used effectively for the individual children's next steps in learning which take account of each child's needs and interests. The childminder offers assistance appropriately and is actively involved in children's play.

Children engage adults in conversation, talking about their personal experiences throughout the session. A wide selection of books is readily accessible to children. Their communication skills are fostered through daily story and singing sessions, making marks, regular visits to the library and encouragement from the childminder to read simple words and their own names. Children show interest in the world around them while taking part in activities such as growing plants and learning about nature and wildlife. They use binoculars to observe closely any birds and mini beasts in the childminder's garden. A good range of programmable toys gives them opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Children have access to a wide range of resources to develop their early creative and numeracy talents, including learning about different colours, shapes, numbers and quantity. A variety of musical instruments, listening to music and texture experiences including cooking, making collages and water and sand play support children's talents. Children are engaged in activities requiring hand-eye coordination and show increasing skill in using construction sets. They go out in the fresh air daily and take part in physical play at their pre-school groups. The resources in the back garden provide sufficient challenge for a varied age group. This ensures they understand the benefit of exercise. Children learn the importance of personal hygiene through daily routines, for example, washing hands after using the toilet and before eating. Although a variety of freshly cooked healthy food, including fresh fruits, is offered to children at snack and meal times, drinks are not always independently accessible to children.

Children are confident and have good relationships with adults and peers. They select their favourite books and confidently ask the childminder to read the story. They behave well, demonstrating an understanding of the set boundaries and expectations within the home. All are happy, as the childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

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

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| 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

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| 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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| 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

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| 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

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| 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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