

Inspection report for early years provision

Unique reference number	EY397491
Inspection date	30/11/2010
Inspector	Kath Harding
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 2009. She lives with her husband and two children in Wolverhampton. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats as pets.

The childminder is registered to care for four children at any one time. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. The childminder demonstrates a good understanding of their individual needs and actively promotes an inclusive environment where children begin to develop an awareness of diversity. She has good relationships with parents and has started to develop partnerships in the wider context. The childminder has a positive attitude to improvement and has good systems in place to evaluate her practice in order to identify strengths and areas for development. However, there are some minor weaknesses in systems that support the practice.

What steps need to be taken to improve provision further?

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

- access specific training by a qualified health professional to administer any medication that requires technical support
- use observations and assessments to identify learning priorities and plan relevant motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of child protection procedures and has attended relevant training. She closely supervises the children in her care and knows of her responsibility to ensure all people living in the house are vetted. The childminder is vigilant and places high priority on children's safety. However, specific medical training by a qualified health professional has not yet been accessed. Detailed risk assessments are in place for the childminder's home, garden and outings. This helps to keep children safe and ensure effective actions are taken to manage and eliminate risks to children.

The childminder has a secure knowledge of the Early Years Foundation Stage and implements this effectively to promote successful outcomes for children. The childminder has begun to observe children's progress in individual folders, using photographs to illustrate the various steps in each area of learning. However, these are not in place for all children. She creates a welcoming, environment where resources and toys are accessible for children, helping to promote their independence.

The children enjoy continuity of care because the childminder works closely with parents. She encourages a two-way flow of information between her and the parents and gives them a daily contact sheet, so they know all about their child's day. Children's observation folders contain art work and photographs of the activities they have been involved in. Parents are provided with all the childminder's policies and procedures which underpin the service offered and sign to agree to these. The childminder seeks out their opinions on her service and some comments include 'My child enjoys her time with the childminder and has done many different activities', 'She is helping to keep her mind busy and active', 'The childminder is a pleasure and an additional member of the family'. Links with other providers ensure a consistent approach is achieved to promote children's ongoing learning and development.

The childminder demonstrates an ongoing commitment to continuous improvement as she is continually reflecting on how to improve her service. She accesses training opportunities and obtains advice from other practitioners and development workers.

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

When children arrive they enter the setting confidently and settle quickly. They learn how to keep themselves safe as they practise fire drills and they can explain what to do when crossing the road as they take part in road safety awareness week. They develop a good understanding of the importance of healthy eating as they eat nutritious snacks and talk about healthy and unhealthy foods. They benefit from plenty of fresh air and exercise as they go outdoors daily and walk to the local parks. They develop a good understanding of the importance of good personal hygiene as they are supported to wash their hands before eating and before a cooking activity.

The childminder interacts well with children during their play and offers them choices of activities and listens to their requests. She constantly chatters to them, so modelling language effectively to encourage development of communication skills. As an older child realises a younger child cannot reach the worktop, they go to get a step so that the younger child can see, so showing care and concern for others. The children have good fun as they measure out the pastry and roll, prod and squeeze it, into the shape of a rectangle. They are encouraged to share the rolling pins and listen as they go through the recipe and list of ingredients. As they pretend to make food and drinks for others they learn to re-enact familiar roles. They attend a weekly music session so beginning to understand about rhyme and

rhythm. They plant sunflowers and pumpkins and tend to these so learning about how to care for living things. They regularly visit parks, toddler sessions, libraries and the children's centre, so becoming aware of their local community and learning to socialise with others. They take part in Canal Trust Day and visit wildlife reserves where they learn to handle wild birds under supervision.

Children's understanding of right and wrong is increased as they are encouraged to be kind to each other and share the tea set. They learn to value and respect others as they look at festivals such as Divali and the childminder uses puppets to re-tell the Divali story. They taste Divali sweets and make Rangoli chalk patterns to help them to begin to understand about the wider world.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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