

Inspection report for early years provision

Unique reference number	EY341433
Inspection date	19/07/2011
Inspector	Julie Preston
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 2006. She lives with her twelve-year-old child in a property in Bloxwich, Walsall. There are shops, parks and a library all within walking distance. All of the ground floor of property is used for childminding, with the exception of the red room and the lounge. Children have access to a fully enclosed rear garden for outdoor activities. The family pets include chickens, dogs, tortoises and rabbits.

The childminder is registered to care for a maximum of six children at any one time of whom no more than three may be in the early years age range. She is currently minding seven children in this age range. She also cares for one child over eight years. All 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 takes and collects children from local schools. 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.

The childminder meets the individual children's needs well, as she has a good understanding of their needs and ensures they are happy, settled and confident. Most policies, procedures and records are well planned and implemented to ensure continuity of care and learning. The childminder provides an inclusive environment, using her knowledge of the children's interests and abilities to ensure their individuality is recognised and respected. The childminder works in partnership with parents and is continually developing her knowledge of the Early Years Foundation Stage, which ensures children make good progress in their learning and development. The childminder is committed to ongoing improvement of her provision through self-evaluation and training.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 02/08/2011

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues. She provides a range of records and has attended training to support this, such as, child protection training 1 & 2. Children are protected from harm whilst in her care, as she is aware of the signs and symptoms of abuse, and the relevant agencies that need to be informed should she have any concerns. She also ensures that all adults living on the premises are suitable to have contact with children and supervises children at all times. Children are cared for in a safe environment as the childminder undertakes regular risk assessments and daily safety checks. However, risk assessments are not completed to contain sufficient detail and medication consent had not been sought. This potentially compromises children's safety.

The childminder manages her provision well, providing a good range of resources that are suitably maintained. The resources available are suitable for the ages and stages of children attending on each day, including resources that positively promote diversity, therefore, enhancing children's understanding of the wider world. She provides a welcoming and stimulating environment in which children can play and learn, offering a wide range of challenging and exciting experiences and activities. She provides an inclusive service for children and their families, and is committed to work in partnership with families, other agencies and schools, when required. Partnerships with parents are good. Information is exchanged well in a number of ways, including open days, a parents' noticeboard, weekly development updates for children and daily verbal exchanges.

The childminder is committed to improving her good quality childminding service, using self-evaluation as a tool to monitor progression and to highlight areas for future development. She ensures that the environment is stimulating, warm and welcoming, with resources available at child level. The childminder attends various training courses to extend and enhance her knowledge and understanding of the Early Years Foundation Stage. For example, food hygiene, first aid and child protection.

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

Children benefit from the positive experiences they have with the childminder. They are happy and content and eager to attend. Their confidence grows as they undertake challenging experiences, which help them develop a positive sense of themselves and promotes good levels of personal independence. The childminder has a good understanding of the Early Years Foundation Stage that she implements well within her setting. When children join the setting the childminder seeks information from parents and undertakes observations in order to identify initial starting points for learning. The childminder then undertakes regular observations which are used as a tool to identify strengths, weaknesses and to allow appropriate planning for children's next steps in their learning and

development. Children benefit from the good level of support and individual attention to meet their needs, enabling them to make good progress. The childminder skilfully engages children during free-play and adult-initiated activities, promoting and supporting their learning. She extends their language skills by encouraging them to listen to stories, sing familiar songs and rhymes and through ongoing discussions undertaken within all activities. She effectively extends activities, regularly incorporating ideas to extend letter recognition and numeracy skills. Children's understanding of diversity is well promoted as resources, activities and experiences support this. For example, children enjoy finding out about and celebrating festivals that are celebrated by other cultures.

Children's personal independence is developing as the childminder encourages them to take care of their own personal needs, such as washing their own hands after being outside and before meal times. The childminder joins in with the children's play and asks them enquiring, understandable questions. Children are encouraged to share, take turns and play well independently and as part of a group. 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 when creating pictures with fuzzy felt and when using art and craft resources.

Children are encouraged to adopt a healthy lifestyle and develop physical skills in many ways as the childminder encourages children to be active, eat healthily and to implement good hygiene practices. Children enjoy walking to and from school, have opportunities to use the local parks and the rear garden for physical play. Children are encouraged to eat meals and snacks provided that include a range of fresh fruit. In addition, time is allowed for rest and relaxation when appropriate. Children learn about safety and how to keep themselves safe as the childminder encourages them to learn about road safety and how to appropriately evacuate the property in the event of a fire.

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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