

Inspection report for early years provision

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Inspection date	25/08/2011
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and children aged 15, 11 and five years in Fallings Park, Wolverhampton. The whole of the ground floor and bathroom on the first floor of the property are used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family have a pet dog and two rabbits.

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 children in the early years age group. She also offers care to children over eight years old. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children gain confidence and inner strength through secure relationships with peers and the childminder, who creates a safe and stimulating environment. Close partnerships with parents and professionals mean children are treated as individuals and their needs are met effectively. Successful implementation of policies and procedures and efficient record-keeping help the childminder to identify these needs. 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 the observation and assessment of children to identify their next steps clearly in order to set effective challenges in all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect because the childminder has a good understanding of her role and responsibilities in respect of safeguarding children in her care. She has a good working knowledge of the possible signs of abuse and neglect. Her Local Safeguarding Children Board guidance is supplemented by material from her local authority, which enables the childminder to report concerns when necessary. The environment is safe, and detailed risk assessments confirm that the childminder carries out safety checks both around the home and for

proposed outings to eliminate risks. Children learn to keep themselves safe through the childminder's guidance. Arrangements are in place to exclude children who have any transmittable illnesses to protect others from the spread of infection.

The childminder has implemented a robust system to monitor and evaluate her practice, thus ensuring that improvements are made which promote most aspects of children's welfare and learning. As well as ongoing training, meetings with a development officer and other providers help the childminder to update her professional skills in line with the Early Years Foundation Stage. All required documentation and records are well maintained and readily available for inspection and for parents. Targets have been adopted as and when necessary to further improve the provision and outcomes for children. Parents' views are also sought to support this progress. Parents are well informed about the service provided through a number of means. For example, they have access to their children's profiles and the childminder's written policies and procedures. Opportunities are provided to discuss their child's day verbally and through sharing profiles and daily diaries.

Children's individual needs are well supported because the childminder has a good understanding of equal opportunities, and children are welcomed into a family-orientated home. Their individuality is valued, as the childminder is aware of children's likes and dislikes and their records contain all relevant information. Relevant resources and displays, celebrating different festivals all through the year, linking art work and tasting foods, enhance children's awareness of the wider world and diversity. The childminder demonstrates a good knowledge of how to develop partnerships with other professionals, such as local pre-school staff, to support children who attend or are about to move onto another setting. This ensures that there is continuity in the children's learning and development.

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

Children are provided with good play opportunities to help them make progress across the six areas of learning and development. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. The childminder has set up a system to maintain children's individual profiles, although her records of observation and assessment are not fully developed to identify next steps clearly in all six areas of learning. This means children may not always effectively challenged. Nevertheless, the children respond well to the childminder's good questioning skills and active participation in games and show delight in playing with her.

Children develop their independence skills and show initiative as they choose their own resources and equipment located in easily accessible storage boxes. They become aware of their local community and are able to interact with other children, as they visit a variety of pre-school settings, parks, a library and a zoo. They respond with excitement to new experiences, as the childminder takes them to a variety of amenities on public transports and introduces them to messy play including soil, sand, spaghetti and water. Children engage adults and peers in

conversation, talking about their play throughout the session. A wide selection of books is readily accessible to them. Their communication skills are advanced through daily story and singing sessions, making marks and encouragement from the childminder to learn sounds and letters. They chatter to small figures they are playing with and enjoy repeating words and phrases while communicating with older children and adults. Children are learning about shape, number and colour as, during play, they recognise which toys are green or count the steps whilst using the stairs.

Children are secure and develop a sense of belonging in the setting. They learn to keep themselves safe, because they are gently reminded about safety rules within the home, being made aware of hazards such as tripping over toys on the floor and when using large equipment in the garden or at the park. Children are aware of road safety and only cross the road when it is safe. They take part in themed projects including 'People who help us' and regular emergency evacuation procedures. This helps children to begin to take responsibility for themselves and others.

Children stay healthy because they learn about personal hygiene through daily routines, for example, washing hands after messy play and using the toilet, and before eating. Their physical skills develop effectively through sufficient resources and challenges in the outdoor play area. They go out in the fresh air daily and take part in physical play at their pre-school groups and parks. They enjoy nutritious packed lunches, including fresh fruits and vegetables. Drinking water is accessible throughout the session. Children are happy and confident, as the childminder values their individuality and praises their good behaviour. Her approach to the children is calm and positive. Children's level of maturity and understanding is taken into account when dealing with situations, and they are encouraged to be friends with each other.

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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