

Inspection report for early years provision

Unique reference number	EY431108
Inspection date	02/02/2012
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 has been registered since 2011. She lives with her partner and one-year-old child in Codsall, West Midlands. The whole of the ground floor and first floor bathroom of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play. The childminder has a dog and some fish as pets.

The childminder is registered to care for a maximum of five children at any one time of whom no more than two may be in the early years age range. She is currently minding two children in this age group 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 has achieved a foundation degree and BA Hons degree. She walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of learning and development and well considered daily routines ensure children make effective progress in the Early Years Foundation Stage. The playroom is well organised to enable all children to participate in activities in a stimulating environment. Comprehensive policies and procedures are implemented successfully to promote children's welfare. Regular self-evaluation by the childminder, involving parents and children makes sure that priorities for development are identified and acted on to promote good quality education and most aspects of care.

What steps need to be taken to improve provision further?

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

- ensure documents are readily accessible and available for inspection. (Documentation) 10/02/2012

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

- make better use of the existing risk assessment process to minimise hazards to children, with particular reference to the evacuation procedure.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm or neglect, as she has a very clear understanding of the Local Safeguarding Children Board requirements and signs and symptoms of abuse. She has undertaken relevant vetting procedures, which ensures adults are suitable to have regular contact with children. This further promotes children's safety. The home is generally safe, and detailed risk assessments confirm that the childminder carries out safety checks both around the home and for proposed outings to eliminate risks. Although fire drills are carried out regularly, the key to the patio door is not immediately to hand. This affects children's safety. Nevertheless, children are encouraged to adopt safe and responsible behaviour patterns through regular input from the childminder. Good procedures are followed up to protect children from the spread of infection, and the childminder takes the necessary steps to promote their good health.

The childminder has implemented a robust system to monitor and evaluate her practice, thus ensuring that improvements are made which promote children's welfare and learning in most aspects. As well as ongoing training, meetings with other providers help the childminder update her professional skills in line with the Early Years Foundation Stage. She has attained a BA Hons degree qualification and recently completed a Paediatric First Aid course, though the certificate is not readily available for inspection to further children's welfare. Nevertheless, all other records and required written policies and procedures have been updated and shared with parents, and she has incorporated children's profiles.

Inclusive practice is well promoted. Children are valued as unique individuals, and support is offered according to their individual needs. They are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year, including the Chinese New Year, Diwali and St. Patrick's Day. Children taste oriental foods and create associated artwork, for instance, making cards and decorating Diya lamps. Children are provided with exceptionally good quality toys and equipment appropriate to their age and stage of development. They clearly benefit from a stimulating and warm environment, where they are fully absorbed through out the session. This means children settle in quickly and feel confident and safe.

Parents are kept well informed about the childminding service through a number of means. For example, they receive copies of written policies and monthly newsletters. They can discuss their child's day informally and benefit from going over their profiles regularly. The childminder maintains solid links with other professionals and local schools in order to promote continuity and progression.

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. Children flourish in a homely environment

and play happily with self-selected toys. Excellent maintenance and organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. The childminder plans purposeful play for all age groups to cater for the needs of individuals in the six areas of learning and development. She engages well in their play with warmth and care, and her clear and enthusiastic voice helps children to maintain interest and tackle achievable challenges. The childminder has set up a good system to observe and assess children's play to help her plan activities. Her findings are used effectively for the individual child's next steps in learning.

Children engage adults in conversation, talking about their imagined and personal experiences throughout the session. They sit beside the childminder, taking part in group games with enjoyment and responding with interest. Their communication skills are fostered through story and singing sessions, making marks, reading, writing and learning sounds and letters through play. A range of musical instruments, textures and sensory experience, including play dough, paint, sand, water and shaving foam, supports children's skills. Children are delighted with having a beard of shaving foam. They develop an understanding of numbers and shapes through daily routines and play, including matching and sorting toys and colours, singing number rhymes and counting everyday objects.

Children regularly go on walks and play with a variety of toys in the back garden, which provide sufficient physical challenge for them. All through the day, plenty of opportunities are provided for children to enhance their skills of coordination, control, manipulation and movement. Children learn the importance of personal hygiene through daily routines, for example, brushing teeth after lunch, and washing hands before eating, and after messy play and using the toilet. Nourishing options such as fresh fruits and vegetables are offered at snack and lunch times. Drinks are readily accessible for all children throughout the day.

Children show that they feel safe and exhibit a sense of trust, as they enjoy the company of the childminder and her family members. They are well behaved and well mannered and have a good awareness of right and wrong, responding positively to guidance from the childminder. They demonstrate an understanding of the set boundaries and expectations within the home, such as sitting at the table while eating or drinking. They help the childminder with small tasks such as tidying up.

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	1
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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