

Inspection report for early years provision

Unique reference number	251858
Inspection date	02/02/2009
Inspector	Jasvinder Kaur
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 1998. She lives with her husband in the suburb of Penn, in the city of Wolverhampton. On the ground floor, children have access to the two lounges and the hall. On the first floor, the children have access to the bathroom but none of the bedrooms. The childminder's home is accessed via a step up to the front door. The family has three dogs, two cats and two hares. All animals are supervised at all times.

There are four children currently on roll. The childminder is registered to care for a maximum of six children at any one time and is currently minding two children under five years. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and is able to attend local toddler groups. She maintains public liability insurance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are treated as individuals, since the childminder has developed a good knowledge of their specific needs through close relationships with parents, local school and other professionals. Children share warm and friendly relationships with the childminder and their peers. The setting is well organised to enable all children to participate in activities. This means that children make good progress, given their different ages, abilities and starting points. All policies and procedures are inclusive and implemented successfully to promote children's welfare.

What steps need to be taken to improve provision further?

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

- improve further the system of sharing information with parents especially in regard to the children's progress
- ensure all documents relating to the provision are readily accessible for inspection.

The leadership and management of the early years provision

Children's care is promoted well as the childminder continues to update her professional skills by attending training and workshop sessions. For example, she has attained level 2 qualification in early years, is currently working towards level 3 and has completed a first aid course. She has also attended workshops on the Early Years Foundation Stage (EYFS) and Safe Guarding Children. The childminder has implemented a robust system to monitor and evaluate her practice to ensure

that improvements are made where necessary. For example, all policies and procedures have been updated in line with EYFS, and information is shared with parents. The complaint procedure and children's records and most policies are well maintained, but the risk assessment document could not be located.

The childminder has a clear understanding of her duty to protect the children in her care. Comprehensive policies and procedures are shared with parents, this ensures they understand the duty of adults' to safeguard children. The childminder has effective arrangements to protect children and has undertaken relevant vetting procedures, which further promotes children's safety. A good system is in place to monitor and evaluate the provision. Daily risk assessments and actions taken to manage or eliminate risks are effective. Children learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, they are taught how to cross the road safely and not to talk to strangers when walking with the childminder. They are also reminded during play of house rules which concern safety.

Toys and resources are deployed appropriately to provide free choice and encourage children's independence to support their self-confidence and learning. There is a good procedure to protect children from the spread of infection as arrangements are in place to exclude children who have any infectious illnesses.

The quality and standards of the early years provision

Children are provided with good play opportunities to help them make progress across all areas of learning and development. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. She 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 children's next steps in learning, though these are not effectively shared with parents. A good selection of books is readily accessible to them. Children's communication skills are fostered through regular visits to the library, and encouragement from the childminder to use their phonic knowledge to read and write simple words and their own names. A wide range of resources are supplied to develop their creative skills. Children enjoy exercising their talents when making a snowman using tissue paper, glue, paper plates, beads and recycled materials. Opportunities such as matching numbers and size-comparison games, solving simple number problems and counting are given to supplement children's numeracy skills. A variety of themed activities is planned to increase children's social skills, learning and knowledge of the environment. This includes trips to the library, various supermarkets, greengrocers and parks. Children differentiate between hot and cold through experiments using a microwave and a freezer. In the park, they learn that water added to soil makes mud. This means children's development is promoted appropriately by providing stimulating and interesting activities.

Children are helped to learn how to keep themselves fit. They enjoy a good range of both indoor and outdoor physical activities that contribute to a healthy lifestyle. They walk to and from school daily and regularly play at their local park. This ensures they understand the benefits of exercise. Theme activities are arranged for

children to learn about nutritious eating. Children enjoy their packed lunches and have free access to drinks throughout the session. They learn the importance of personal hygiene through daily routines, for example, washing hands after using the toilet and before eating.

Children are happy and confident. They enjoy being with and talking to adults and peers. They develop their knowledge and understanding of the wider world through an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. They taste different foods and make 'clay divas' while celebrating Chinese New Year and Diwali. The children are well behaved 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.