

Inspection report for early years provision

Unique reference number	EY244956
Inspection date	12/01/2010
Inspector	Patricia Webb
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 has been registered since 2002. She lives with her husband and two teenage daughters in the Kingswinford area of Dudley. The ground floor of the home is used for childminding with the exception of the front lounge. There is also a dedicated playroom available including ground floor toilet facilities. There is a fully enclosed split level rear garden laid out to patio and lawn. The family has a Jack Russell dog, cat and hamster as pets.

The childminder is registered to care for a maximum of six children under eight years of age at any one time, no more than three of whom may be in the early years age range. There are currently six children on roll in this age group. Older children are also cared for and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local schools and visits toddler groups regularly. The childminder is a member of the National Childminding Association (NCMA) and the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual uniqueness is recognised and nurtured by the committed and enthusiastic childminder who has a sound knowledge of each child's character. This enables all children to make strong progress in their learning and development through the everyday opportunities planned and offered as part of the implementation of the Early Years Foundation Stage (EYFS). Partnerships with parents are very well established ensuring that relevant information is shared. Partnerships with other providers and the process for effective evaluation of the provision are not so well established as yet. The childminder is however keen to extend skills and knowledge to further enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the strategies for working in partnership with other providers involved in the delivery of the Early Years Foundation Stage to minded children to promote consistency and coherence
- improve the risk assessments by including the arrangements made for specific outings and trips
- extend the process for evaluating and reflecting on the impact of the provision on children's achievements, prioritising areas for future development.

The effectiveness of leadership and management of the early years provision

The childminder takes her role very seriously with great commitment to safeguarding children and ensuring their safety and welfare. Parents are informed through the child protection policy of the procedures to be followed should the childminder have any concerns about their child, ensuring that she acts in the child's best interest at all times. Detailed risk assessments are carried out regularly to identify and minimise hazards to children both on and off the premises. Whilst the childminder is very clear about each of the trips and venues she visits with children for groups and outings, this has not yet been added to the full risk assessments as they tend to be generic rather than specific. This slightly hinders how she demonstrates that some potential hazards may be identified and managed.

The childminder is very enthusiastic about her profession and has begun the process of self-evaluation to determine where further improvements can be made to develop the practice. This is not yet fully established in the current evaluation although the childminder is considering further training. Since the last inspection, she has developed the outdoor play space to further enhance children's learning and development opportunities. There is a very strong and mutually respectful partnership with parents and carers. The childminder is mindful of parents as their child's first educator and discusses all aspects of each child's care needs in detail prior to beginning the placement. Parents have completed questionnaires to comment on the service, citing the childminder's professional approach whilst still maintaining a homely, family-orientated environment. The links with other providers are in the early stages and are not yet fully extended to ensure a consistent approach is achieved to promote children's ongoing learning and development.

Planning for, and meeting individual children's needs are particular strengths of this highly experienced and caring childminder. Having high expectations of what each child can achieve, she offers support and guidance and shows great respect for each child, promoting their ability to reach their full potential. She is able to recognise individual strengths, skills and interests in each child and build upon that uniqueness to enhance their experiences.

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

Children delight in sharing their learning journey records with parents and visitors as the childminder records 'wow' moments in their development and learning. She is highly skilled in tuning in to each child's interests and using daily routines and activities to promote each area of their learning. For example, an activity is planned to extend children's awareness of the wider world by considering different countries and their cultures. The childminder is aware of how each area of learning can be addressed during such an activity as for instance, children learn about the ways of life in Italy. They consider the art and music of the country and also make

their own pizzas as part of this study. Learning to count the pieces of pepperoni, and halving and quartering their pizzas is logged as children developing their numeracy and problem solving skills as well as enjoying the fruits of their labours together as a social group. The records of children's attainment are being developed as the childminder is in the process of collating their recent progress in simple and informative reports for parents to consider during the forthcoming half term break. For younger children, reference is made to their personal and social development, noting what levels of support they require to settle and engage actively.

The childminder has a sound knowledge and understanding of child development, aware of how eye contact, differing facial expressions and body language are key elements in early communication. Hence, children enjoy close and respectful relationships with the childminder, her family and the other children, seeking out friends and adults to join them in their play. Children learn to consider the needs of others and respect the differences in society through the sensitive and appropriate support from the childminder. The guidance offered by the childminder helps children to learn about sharing and taking turns. For example, two young children delight in playing with the large cardboard box, holding the flaps open for each other as they take turns at clambering in and out and sliding it around the wooden floor with ease. Older children assist in helping the younger children in their play, sharpening the pencil crayons and locating pieces of puzzles and games, adding to the family-based environment.

Children understand about keeping safe as they help to tidy away after activities, using the pictures and signs on the storage to identify the correct places. They discuss road safety when out and about on walks and visits and know about being safe when in the car, using the correct restraints and seats as appropriate to their age. Their health and welfare is fully promoted through well-practised routines as they understand the need for hand washing and using tissues properly. All of the required records for maintaining children's on-going health are in place and parents are kept fully informed of their children's day and routines.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children develop skills for the future	1

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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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