

Inspection report for early years provision

Unique reference number	EY294778
Inspection date	06/07/2012
Inspector	Shirley Wilkes
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 2004. She lives close to the centre of Walsall, West Midlands. The whole of the ground floor and one bedroom on the first floor is used for childminding purposes. There is a garden available for outside play. The childminder is registered to care for a maximum of six children under eight years, of whom, no more than three may be in the early years age group. Currently, there are four children on roll in the early years age group and six older children who attend before and after school on various days.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the childminder's care. Good partnerships are developing between the childminder, parents and other agencies to ensure that the needs of all children are met. The childminder has a good understanding of children's preferences and interests. She uses these to provide them with activities and experiences that support their learning and development. All of the required records for the efficient management of her setting are in place and most of the documentation is successful in meeting children's needs. The childminder shows a dedicated commitment and capacity to improve the quality of her care and has identified her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- review the systems used for recording medication administered to ensure confidentiality is maintained.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has a clear and detailed policy, which explains her responsibilities to refer any concerns she may have about children's welfare. She has all of the relevant information to be able to take the appropriate action if necessary. Risk assessments have been completed for the home and for visits to ensure children's safety and well-being. All records relating to medication and accidents are in place, however, systems used do not ensure confidentiality is maintained.

Space within the home is used effectively, which allows children to play and relax in line with their individual needs and preferences. Toys and resources are easily accessible, enabling children to freely choose, which develops their independence. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. She promotes children's understanding about their local community by visiting child-oriented venues. They are beginning to learn about their local wider society and diversity during walks to local shops and parks. The childminder evaluates her provision to improve outcomes for children. She shows a willingness and commitment to make continuous improvements. Parents and children's views are sought to ensure the provision is evaluated from a different perspective. The action and recommendation raised at the previous inspection have been addressed to improve outcomes for children, demonstrating the childminder's good capacity to make and maintain improvements.

The childminder has developed a good working relationship with parents and engages in regular communication with other providers delivering the Early Years Foundation Stage. This ensures progression and continuity of children's care and learning. The childminder creates a welcoming home where children feel safe, happy and valued.

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

Children are happy, settled and they show involvement in their play with age-appropriate toys and resources. They join in purposeful play and exploration, both in and out of doors, with a balance of adult-led and child-initiated activities that foster active learning. Children access a variety of arts and crafts, role play and various games. The childminder has a good understanding of the learning and development requirements. Children enjoy a good range of activities that have clear links to the areas of learning. The childminder is flexible in her planning, taking account of children's individual needs and interests. She undertakes observations of each child, in order to monitor their progress towards the early learning goals. These observations are used to inform planning for the next steps in children's learning.

Children develop an understanding of mathematical concepts through daily routines and play. They are encouraged in their counting and number recognition, such as, how many cars are there? Children's language development is well-supported by the childminder. She encourages young children's language development as she listens and gives them time to talk. Children's interest in books and stories are well promoted as they choose and read favourite books and talk about the characters. Children's awareness of people's differences is promoted as they are able to access resources that reflect cultural diversity and disability, such as small world figures and books. Children's understanding of other cultures is promoted by the celebration of a variety of festivals, such as Chinese New Year and Diwali.

Children are able to access the well-resourced outdoor play area. Walks to children's local amenities and use of the equipment at the local park offer

challenges to advance their physical skills. Children have bug hunts and grow and harvest fruit and vegetables to further their understanding of the world around them. Children are happy and confident, as the childminder values their individuality and praises their good behaviour. Her approach to the children is calm and constructive. They have a good awareness of right and wrong, responding positively to directions from the childminder. Children are encouraged to use good manners, remembering to say 'please' and 'thank you' at relevant times.

Children are supported to develop their self-care skills and develop their understanding of good hygiene. For example, washing their hands before meals and after using the bathroom. Liquid soap and individual towels helps to limit the risk of cross-contamination. Children are learning to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers.

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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