

Inspection report for early years provision

Unique reference number	EY294778
Inspection date	19/05/2009
Inspector	Permjit Tanda
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 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.

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 made in the early years age group. Currently there are two children on roll in the early years age group and 11 older children who attend before and after school on various days. The provision is registered by Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds an early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures the childminder promotes all aspects of children's welfare and learning well. Children are happy and relaxed as they play in a welcoming and inclusive environment. The childminder has developed good partnerships with parents and formed effective links with other providers to ensure continuity of care and learning. Most of the required documentation to promote the children's health and safety is in place and regularly reviewed. The childminder has started to look at methods for self-evaluation and shows a good commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- make better use of observation and assessment to help support more able children in their literacy, problem solving, reasoning and numeracy development.

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

- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.
(Documentation)

29/05/2009

The leadership and management of the early years provision

The childminder creates a homely and relaxed environment where space and resources are organised to enable children to freely develop their independence. She effectively organises her day around the needs of children, taking into account their individual care routines, sleep patterns and preferences. She knows the children well, recognises their uniqueness and is committed to providing a service which welcomes all children into her care.

The childminder maintains organised and effective recording systems with regard to the children's details and attendance, and implements a range of policies and procedures to ensure effective management of the service provided. The children's care environment is safe and secure as suitable safety equipment is fitted around the home and good attention is given to making sure toys and equipment are safe, clean and in good condition. However, a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident is not maintained, which is a requirement of the Early Years Foundation Stage.

The childminder has a good understanding of the Local Safeguarding Children Board procedures and the possible signs and symptoms of abuse.

Partnership with parents is well-established through a good, two-way flow of information. Useful information about the children's care routines and parents' preferences is obtained at the start of the childminding arrangements to ensure children's needs are met. Parents are kept informed about their children's achievements and progress through daily discussion and through the use of a daily diary for the younger children. Effective links are being established with other agencies to ensure continuity of care and to meet the children's needs.

The childminder demonstrates a positive approach to continuous improvement and has implemented the recommendations from the last inspection to improve outcomes for children. She recognises the value of continuous quality improvement, which helps her identify the strengths and priorities the future development that will improve the quality of the provision for all children.

The quality and standards of the early years provision

Children are welcomed into a homely environment where they quickly settle into activities and play. The childminder has a good understanding of child development and how to support children in their learning and play. The designated playroom is organised well and allows children to independently choose from a broad range of toys and resources and play freely according to their interests. The childminder is knowledgeable about how to observe and use assessments to help plan activities; she has very recently started written observations of children's play and is beginning to identify the next steps in learning, however, opportunities for more able children to further extend their learning in literacy, problem solving, reasoning and numeracy are not always well-planned.

Children enjoy their play and benefit from the childminder's good knowledge of their personal needs. Consistent routines and caring support ensure children develop a sense of belonging. Children have a close relationship with the childminder and enjoy being with a familiar adult. Children benefit from attending a playgroup three times a week with the childminder, where they have opportunities to access a broad range of experiences and develop their social skills. Children who attend other provisions such as a nursery for part of the day, have the opportunity to relax in a homely environment which means their time at the childminder's home complements their day.

The childminder interacts effectively with children engaging, them in conversation and promoting their language and communication skills. Babies are encouraged through being physically close, making eye contact and using touch or voice to provide opportunities for early conversation. There is a broad range of books for all ages made easily accessible which encourages children to develop a fondness for stories. Children enjoy activities that help them develop their mark-making skills, for example, a writing box containing pencils, crayons, pens, rulers and sharpeners along with magic screens, helps them develop an interest in early writing.

Children develop an awareness of number, colour and shapes and begin to problem solve as they complete simple puzzles. Children use a variety of construction toys and enjoy playing board games and matching, through card games and dominoes. Children benefit from opportunities to explore the local environment, they visit the local park and enjoy the garden and have been involved in helping making hanging baskets and growing sunflowers. Children begin to show an interest in the natural environment through observing and collecting various insects.

Children have opportunities to be creative; they paint, manipulate dough and enjoy gluing activities and box modelling. They sing nursery rhymes, dress-up and make music using percussion and wind instruments. Children extend their imagination through role play activities and also use a variety of small world toys such as a garage, castle, train set, farm and zoo animals.

Children's good health is promoted through effective health and hygiene routines. Children are well nourished and a range of nutritious snacks and meals is provided. Children benefit from a wide range of energetic physical activities both indoors and outdoors to contribute to their health and well-being. The childminder praises and encourages children in their achievements and this helps promote their confidence and self-esteem.

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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