

Inspection report for early years provision

Unique reference number	EY296549
Inspection date	06/01/2009
Inspector	Christine Holmes
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 registered with Ofsted in 2004. She lives with her husband and two adult children in a residential area in Kingsbury, Staffordshire. The whole of the ground floor which includes a dedicated playroom is used for childminding and there is an upstairs bathroom. There is a fully enclosed garden available for outside play. The premises are accessed by steps and the toilet is on the first floor.

The childminder is registered on the Early Years register, the Compulsory childcare and Voluntary parts of the Register. She can care for six children at any one time and currently has five children on roll. The childminder has arrangements in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She is a member of the National Childminding Association (NCMA) and attends local children's groups.

Overall effectiveness of the early years provision

Children make good progress in their learning and development and enjoy their time at the setting because they are supported very well by the childminder who places very high emphasis on valuing the uniqueness and inclusion of each child. Resources are well organised to give good accessibility and the childminder is constantly mindful to encourage children to make choices and become included. The positive relationships built with parents supports the exchange of information relating to each child's learning and care which enhances continuity of care and learning for them. The childminder demonstrates clear commitment to continually improving her services and is currently near completion of a recognised childcare qualification.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluation systems to ensure it is rigorous enough to identify all areas for possible improvement.

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

- make available to parents a procedure to be followed if they have a complaint (Safeguarding and welfare).

20/01/2009

The leadership and management of the early years provision

The childminder is developing a clear understanding of the principles and guiding themes of the EYFS and she is able to implement these effectively in order to improve outcomes for all children. She is a skilled and knowledgeable practitioner

who puts children's equality of opportunity at the forefront of all her practice. This ensures children with learning difficulties and/or disabilities are included and not disadvantaged, that all children are developing very positive attitudes to diversity and difference and that each child's individual learning is focused upon to ensure they are challenged and supported appropriately. Systems for self-evaluation are in place but they are not yet rigorous enough to systematically identify all areas for possible improvement.

Arrangements for safeguarding children are robust in most instances. The childminder has a strong understanding of child protection issues and procedures which ensures all necessary steps are taken to protect children. Detailed records and effective procedures are in place to ensure children's good health is fully supported. Effective and comprehensive risk assessments are in place which ensures all possible action is taken to manage or eliminate risks to children in order to keep them safe at all times. However, whilst the childminder has a complaints procedure it is not up to date and therefore it does not contain all the necessary information for parents.

The premises are organised to provide a welcoming inclusive environment for children and parents. Children's work and information for parents are displayed and there are individual baskets, bags and coat pegs for children's belonging which contributes to promoting a sense of belonging for children. Resources in the playroom are plentiful, stimulating and well organised to allow children easy access and plenty of variety creating an inclusive environment where children are developing high levels of independence and self-esteem.

The quality and standards of the early years provision

Children are making very good progress towards the Early Learning goals because they are supported extremely well to be motivated and interested in their environment through taking an active part in all that happens. For example, through consistency of routines very young children become alerted to and take part in the rituals of sleep time. Children are encouraged to make decisions and to do as much as they can for themselves and others which results in them becoming very confident and independent, willing to try new experiences and to persevere with tasks. Children from a very early age are encouraged and supported to take an active and positive interest in their own and others uniqueness which results in them developing a heightened regard for each other and an increasing positive awareness of diversity. For example, children with emerging language are also developing the skills of sign language.

Children's creativity is fostered and valued. They are provided with space and resources to use their imagination and initiate their own play which helps children to make connections and sense of real life experiences. Activities include using musical instruments, song and dance for expression with time and resources to support their exploration of media, such as, glue, glitter, paint, water and sand. Children make good progress in developing skills for the future. Children are developing a keen interest and understanding of technology as they use Small World resources including mobile phones, and scan plastic cards for the shop till.

Children know that they need to press the on/off buttons on toys and the television to make them work. Gestures, sign language, picture prompts and very good role modelling by the childminder ensures children's communication skills are developing well. Individual planning for each child's learning ensures all experiences are adapted to include all children and that all children's interests are fostered to appropriately support children to make as much progress as they can.

Children's good health and safety are supported very well. They have many opportunities to become active using equipment in and outdoors. They enjoy the fresh air and nature as they walk to school on a daily basis. The childminder place good emphasis to supporting children develop healthy tastes and appetites including involving children in shopping for, and growing healthy foods such as vegetables and fruit. Discussions, routines and gentle reminders and explanations are used very well by the childminder to help children learn about staying safe.

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?	3
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?	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and welfare). 20/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and welfare). 20/01/2009

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

Since the last inspection there have been no complaints made to Ofsted.

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.