

Inspection report for early years provision

Unique reference number	EY315778
Inspection date	13/03/2009
Inspector	Patricia Webb
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).

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 2005. She lives with her partner and three children aged 17, 14 and eight years close to the town centre of Dudley, West Midlands. The whole of the ground floor of the premises is used for childminding with toilet facilities on the first floor. The premises are accessed via an upward sloping drive to steps to the front door. There is additional level access from the side of the house. The rear garden is fully enclosed and laid out to a paved patio with gated steps to a raised lawn area. The family has a cat and a cockatiel as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time of whom no more than three may be in the early years age range. There are currently four children on roll in this age group. The childminder also offers care for children from five years to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the Childminding Network of the local authority and holds the ME2 award from MENCAP for inclusive practice. She is also a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The elements of promoting children's welfare and acknowledging their uniqueness are at the heart of the childminder's ethos and practice. This enables children to make very strong progress in their learning and development. Inclusive practice is a key strength for the childminder, welcoming all children, assessing individual needs and adapting routines to ensure each child develops to their full potential. The childminder has a positive attitude to continuous improvement and is eager to build on relevant training and existing strengths to improve outcomes for the children in her care.

What steps need to be taken to improve provision further?

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

- obtain evidence from parents of them having been informed of any accidents or injuries sustained by the child whilst in the care of the provider
- continue to develop the systems for evaluating the quality of the provision.

The leadership and management of the early years provision

The highly effective organisation in this provision helps children to thrive and feel valued and respected. A keen enthusiasm for on-going training helps the childminder to seek and absorb new information about child care issues, such as embracing the Early Years Foundation Stage framework. New ideas are

investigated, implemented and assessed by the provider to evaluate the impact on the children and their progress in care, learning and development. The quality of her practice is being evaluated and the childminder is seeking to engage parents, carers and the children in this process as part of her commitment to improvement and involvement. Detailed planning evolves from the observations and assessments of achievement undertaken and recorded for each child, based upon interests and stages of maturity.

Having taken time to visit other providers engaged in the delivery of the Early Years Foundation Stage, the childminder has developed planning systems and involves the children in this in a very active way. They all discuss topics and ideas, contributing to a spider-gram style diagram for extending and exploring how to take activities further given their starting points and differing levels of ability and understanding. All children are highly respected, valued and empowered to feel important by the childminder. Great attention is paid to giving children opportunities to express any anxieties, concerns or events that are significant in their lives. For example, a young child is encouraged to talk about a recent stay in hospital referring to photographs in their learning journey record and sharing this with others.

Effective safeguarding procedures are in place along with valuable information for contacting relevant agencies should the childminder have concerns about any child in her care. These are detailed in clear and concise policies and procedures that are shared with parents and carers, assuring them of the childminder's understanding of acting in the best interest of the child at all times.

The quality and standards of the early years provision

Children are very happy and relaxed as they make strides in their learning and development through the successful interaction and support offered by the childminder. During construction play, their language, critical thinking and problem-solving skills are encouraged through discussion and a highly extensive vocabulary being used. For example, the childminder asks a child to consider how to make a tower more stable, helping them to realise that widening the base will contribute to this. The child then makes further connections between shapes, such as the triangular shape of the blocks used to create the roof and the positioning of the doors and windows.

They enjoy painting, art and craft activities, contributing to Comic Relief Red Nose Day with gusto as they learn in a very practical way about the differing needs of people in society. The childminder links with parents, neighbours and other childminders when planning some activities, such as celebrating different cultural festivals and traditions. Dressing up in traditional outfits and sharing cultural cuisines are particularly favourite activities, enabling children to discover how other people live and learn to respect and value differences. Highly successful use is made of resources and the childminder's knowledge of various systems for promoting inclusive practice. All children are able to make choices about their activities and have an active voice as they use pictorial prompts such as the Picture Exchange Communication Symbols (PECS). Additional use is made of Widgets,

another form of symbols, and Makaton sign language, as all children learn to develop effective communication. Children relax in the sensory area created in a corner of the lounge, amazed at the colours and effects created as the sun shines through the voile panels as they settle back on comfy cushions. Younger children enjoy the treasure baskets play in this area too, activating musical and moving toys as they are encouraged to develop their senses of touch, sound and sight through their environment.

Children understand the benefits of following a healthy lifestyle as their health and well-being is carefully nurtured and promoted by the childminder. Whilst parents currently supply main meals for their children, care is taken to discuss healthy options and all foods are safely stored to prevent any risk of spoilage or contamination. Minor accidents are managed efficiently and parents are informed of any such incidents although not all parents or carers sign the record to acknowledge this process. Children learn about keeping themselves safe as they participate in emergency evacuation drills and follow road safety procedures when out and about. Risk assessments are very detailed and clearly demonstrate the understanding of the childminder in that children's welfare is paramount. This extends to careful vetting of any adults or visitors to the home as well as identifying and minimising risk on and off the premises. Children are also encouraged to start their own risk assessment as the childminder fully comprehends their desire to explore, experiment and challenge themselves.

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?	1
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?	1
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: Met

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

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.