

Inspection report for early years provision

Unique reference number	EY339249
Inspection date	26/11/2009
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 was registered in 2006. She lives with her husband and two children aged 12 years and nine years in Wolverhampton. The whole ground floor of the childminder's house is used for childminding, including toilet facilities. There is a fully enclosed garden for outside play laid out to patio, grass, bark and decking. The family has two rabbits.

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 six on roll in this age range. 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 is a member of the National Childminding Association (NCMA) and the local childminding network. She also holds a Level 3 National Vocational Qualification in children's care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's on-going development and their overall enjoyment are at the heart of this childminder's practice, being wholly committed to improving outcomes for the children in her care. A raft of training is accessed in order to extend her knowledge and skills and this enhances children's activities, experiences and opportunities. Strong links with parents and carers help to keep them involved and well-informed of their children's progress. As a result of this, every child is encouraged to participate and feel involved in the experiences in order to reach their full potential. Whilst most of the required records are in place, the childminder has not recorded the parental permission for seeking emergency medical advice or treatment which is a legal requirement under the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- request written parental permission for seeking any necessary emergency medical advice or treatment for children (Safeguarding and promoting children's welfare) 14/12/2009

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

- ensure confidentiality is maintained in records which are shared with parents

- explore a range of strategies to develop inclusive practice particularly in non-verbal communication.

The effectiveness of leadership and management of the early years provision

Children are making strong positive progress in all aspects of their care and learning as the childminder is very skilled in tailoring their activities and experiences in line with ages and stages of development. Each child is warmly welcomed into the home environment offered by the capable and experienced childminder who takes pride in the role she plays in each child's progress. Detailed policies and procedures are in place and shared with parents to ensure they are informed of all matters affecting their child's care and development. Most of the documentation required for the safe and efficient management of the provision is in place. However, whilst the childminder discusses the seeking of emergency medical advice and treatment for a child with parents at the start of a placement, this has not been recorded, hindering how such a situation may be efficiently managed. Some recording of minor accidents and incidents contain the names of other children involved, potentially compromising confidentiality.

The childminder takes her role of safeguarding children in her care very seriously. There is a detailed policy outlining her roles and responsibilities regarding child protection to parents and carers and this is regularly updated through relevant training to ensure the correct procedures would be followed. Careful and diligent attention is paid to conducting highly effective risk assessments in order to identify and minimise hazards to children on and off the premises. Children participate in regular drills to evacuate the premises, learning first-hand and in a practical way about keeping safe. Children are further protected and safeguarded as the childminder ensures that all adults in contact with the children are suitable and all of the relevant checks are in place.

There is careful thought and consideration given to the layout of the space available and the presentation of a wide range of good quality resources and equipment. They move easily round the space, accessing the settee in the lounge to settle for a story with the childminder, enjoying messy art and craft lay at the kitchen table and engaging in role play and games in the dedicated playroom. The childminder takes account of each child's needs and interests to ensure children settle and feel secure in her care. This results from the positive relationships fostered with parents and carers who receive detailed information about their child's progress and the EYFS. The childminder took time to work closely with the early years advisors from the local authority and parents to explain the framework and how it reflected the positive practice she delivers. Effective liaison with other providers delivering the education programme ensures children's consistent progress and continuity of care and learning.

The self-evaluation document drafted by the childminder provides an accurate vision of the strength of the provision and she is able to analyse what impact the practice has on children's outcomes and how she can seek to secure further improvement. Each area of the evaluation format begins with what the children

can do, what they gain from her practice in various aspects and where practice can be taken to improve this. Since the last inspection the childminder has addressed all of the recommendations set and has achieved a Level 3 qualification to extend her knowledge and understanding in the field of early years. This reflects the childminder's drive and ambition to continue to seek new ideas and skills to enhance children's lives.

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

Children are happy settled and very confident in the childminder's care. They are confident in seeking her out for support and emotional reinforcement as she knows their characters and routines very well. This enables her to tailor their activities and her interaction with each child to promote their development and learning. She constantly chatters and engages in conversation with each child, promoting their language and speech skills and delighting in sharing a child's achievement with emergent language. She naturally challenges and extends each child as they play, discussing shape, colour and size throughout their play. Observations are carefully undertaken and recorded in order to plot each child's achievements and progression. Next steps are identified and used effectively to inform planning each individual child.

Children develop an awareness of diversity and differences in their world. They play freely with excellent resources supplemented with equipment from the local toy library as they see positive images of race, culture and ability. When caring for children from families where English is an additional language detailed information is sought about key words in the family's home language in order to help children settle effectively. The childminder has not yet explored further ways of developing non-verbal communication to fully develop inclusive practice. She is, however, eager to research such strategies.

Children's creativity is promoted as the childminder helps each child to achieve at their own rate. They are developing early mark-making skills leading to emergent writing and delight in getting very involved in painting. An activity of sponge painting evolves into hand painting with toddlers who become wholly involved in creating their masterpieces with glee. Time is taken to respond to children's requests for stories and songs as they settle down on the settee with the childminder who engages them in lifting the flaps on favourite stories. Effective use of prompts such as the puppet doll encourages younger children to engage and focus their attention at such times, extending their levels of concentration.

Children's health and well-being are very effectively promoted. They benefit for a childminder who strives to offer healthy and well-balanced nutritious meals as they help to grow produce, harvest and cook the items. They are helped to learn about fresh ingredients and understand where their food comes from. The childminder takes great steps to ensure that all routines regarding the preparation and storage of foods is stringent. She is justifiably proud of the recent visit from the environmental health department having been awarded five stars for her attention to health and hygiene. Children discuss what foods are good for them and those

that are better eaten in moderation. Consequently, children tuck in to their meals and nutritious snacks with relish, supported in their self-feeding and use of utensils sensitively by the childminder. They continue to develop their independence as routines for attending to personal care needs are well practised and the childminder takes time to explain to them why such routines are important, thereby reinforcing their understanding of following healthy lifestyles.

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	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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