

Inspection report for early years provision

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Inspection date	06/10/2009
Inspector	Elaine Poulton
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 was registered in 2008. She lives with her partner and child two years of age in a property in Bloxwich, Walsall. The whole of the ground floor of the property including a first floor bathroom is used for childminding. There is a fully enclosed garden available for outside play. The provision is accessed via a flat driveway and one step up into the property. There are shops and schools within easy walking distance. The family have a dog, two budgies and tropical fish.

The childminder is registered to care for five children at any one time. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register, compulsory voluntary parts of the Childcare Register.

The childminder has procedures 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. The childminder drives and 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 making good progress in their learning and development because the childminder recognises and nurtures their interests and individuality. She has good systems in place to work effectively with parents to secure knowledge of children's individual needs. She has a generally good knowledge of the Early Years Foundation Stage but planning is not always linked fully to the six areas of learning. There are clear policies and procedures to support her practice and systems to monitor and evaluate practice are being developed which provide a sound basis to securing better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems for planning and make sure records are linked to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder knows of her responsibility to ensure that all people living in the house are appropriately vetted. Children are well safeguarded because the childminder has good knowledge of child protection issues. She understands her role in safeguarding children and the procedures she must follow if she were to have a concern about a child in her care. She has a good settling in procedure and

this helps younger children feel comfortable and familiar with her and their surroundings. She carries out risk assessments on all areas of the premises and for outings to ensure children receive a good standard of care inside and outside the home environment. These measures help children to feel safe and secure.

The childminder is establishing strong relationships with children and their parents and carers and is in the process of developing partnerships with other agencies. She has a good awareness of the children's individual needs which ensures they receive appropriate support. Parents are offered good quality information about the setting which includes well written policies and procedures. The childminder's practice is underpinned by clear written policies, procedures and records and these are shared with parents. Parents also receive a daily written diary detailing their children's routines and activities. This has a positive impact on progress children make.

The childminder holds an appropriate early years Level 3 qualification and is motivated to improving her practice through attending training events. She has a good knowledge of each child's stage of development and individual needs. She undertakes regular sensitive observations and assessments to help her plan a stimulating range of activities that help to progress children's learning.

She is currently developing systems to self-evaluate her service and is using a written self-evaluation document to record her strengths and areas for improvement. For example, she highlights the need to 'develop play activities and extend them to support children's learning.' This demonstrates a positive outlook concerning continual improvement.

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

All children are included and valued. They are settled and happy and respond well to the individual time and attention they receive from the childminder. She has a good awareness of what children like and are interested in and uses this knowledge appropriately to ensure they access the resources that support and extend their learning. For example, babies enjoy putting objects into containers and plastic tubs, and they also select their favourite books that contain pictures of animals and then attempt to mimic animal sounds. This develops their confidence and independence.

Children's profiles show how they are progressing and document their individual 'learning journeys'. Assessments on all six areas of learning are undertaken although they are not always linked fully to the early learning goals to support planning. Children explore a range of battery operated resources and sensory toys and the childminder introduces vocabulary, numbers, colours and shapes to younger children during their play. They participate in baking activities. For example, they enjoy mixing dough with their fingers. This reinforces their learning in a relaxed way. Children have good opportunities to learn about themselves and others through planned activities and the range of resources available to them which reflect diversity.

The childminder increases younger children's awareness of how to keep themselves safe as they take part in regular emergency evacuations and she talks to them about road safety. She reinforces acceptable behaviour through basic 'house rules' which encourage younger children to share and be kind to one another and older children to play co-operatively. This enables all children to be treated fairly and to respect the needs of others.

Good hygiene practices help to minimise the risk of cross-infection in this setting. For example, children are learning about the importance of good personal hygiene and younger children hold their hands outstretched ready to be wiped over before they begin eating. Children are gaining an understanding of the elements of a healthy lifestyle and they play outdoors regularly in the fresh air. Some parents prefer to provide a packed lunch for their children and the childminder provides a range of healthy snacks and ensures drinking water is always readily available. Children have their own colour coded cups, plates and cutlery which gives them a sense of belonging.

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	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

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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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