

Inspection report for early years provision

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Inspection date	29/05/2012
Inspector	Jasvinder Kaur
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 2011. She lives with her partner and daughter aged seven years in Finchfield, Wolverhampton. The whole of the premises, except for the small bedroom, are used for childminding. There is a fully enclosed garden available for outside play. The family has a cat and four rabbits.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. All children attend on a part-time basis. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is able to take and collect children from local schools and pre-schools. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of learning and development and well-considered daily routines ensure children make effective progress in the Early Years Foundation Stage. The playroom is well organised to enable all children to participate in activities in a stimulating environment. Valuable interactions with parents promote learning and well-being for the children attending. Comprehensive policies and procedures are implemented successfully to reinforce children's welfare. Systems to evaluate practice are effective in improving standards and making further progress in most areas to enhance outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve further observation and assessment of children to identify their achievements clearly and plan next steps in learning effectively
- make better use of the existing risk assessment process to minimise hazards to children, with particular reference to the trampoline in the garden.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm or neglect, as she has a sound understanding of the Local Safeguarding Children Board requirements and signs and symptoms of abuse. She has undertaken relevant vetting procedures, which ensures adults are suitable to have regular contact with children. This further supports children's safety. The home is mostly safe, and detailed risk assessments

confirm that the childminder carries out safety checks both around the home and for proposed outings to eliminate risks. However, hazards have not been fully assessed in respect of the trampoline in the garden. This affects children's safety. Nevertheless, children are encouraged to adopt safe and responsible behaviour patterns through regular input from the childminder. She promotes children's good health and well-being, including infection prevention, as she takes appropriate action when they are ill.

Since registration, the childminder has implemented a robust system to monitor and evaluate her practice, hence ensuring that improvements are made which underpin most aspects of children's welfare and learning. An action plan for improvements ensures that practice is developed as necessary to adapt to children's individual needs. Evaluation of the setting includes listening carefully to the views of children and parents. The childminder receives ongoing support from the local authority and attends relevant training courses. All required documentation and records are well maintained and readily available for inspection and for parents.

Children are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year, including St Patrick's Day, the Chinese New Year, Diwali and Easter. Ample resources are available depicting positive images of diversity. Children are provided with a good quality toys and equipment appropriate to their age and stage of development. They clearly benefit from a stimulating and warm environment, where they are fully absorbed throughout the session. This means children settle in quickly and feel confident and safe.

Children's development is shared regularly with parents through learning journals. Parents are informed of daily activities through displays of planning documents and text messages. This contributes to parents becoming involved in their children's learning. The childminder demonstrates a good knowledge of how to develop partnerships with other professionals, such as local school staff, in order fully to promote continuity and progression when the need arises.

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

Children are provided with good opportunities to make progress in their learning and development. They benefit from the well organised and safe environment. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. She has set up a system to maintain children's individual profiles, although her skills of observation and assessments are not fully developed to identify their next steps clearly in order to set consistently effective challenges in learning. Nevertheless, her good interaction and questioning skills do present challenges for children. This motivates children to play with an increasing level of independence and to use equipment imaginatively, following their natural curiosity as learners.

Children take pleasure in choosing their favourite toys and playing together with peers and childminder. They take part in group games with interest, responding with enjoyment while jumping on a trampoline and playing in a tent or tunnel. Their communication skills are fostered through visits to a library, story and singing sessions and making marks. Older children spontaneously hum nursery rhymes, whilst the younger children join in with smiles and chuckles. Children develop understanding of numbers and shapes through daily routines and play, such as matching and sorting shapes and colours and counting everyday objects in their surroundings. Children show interest in the world around them while taking part in activities, such as visiting different parks and other amenities, growing flowers and vegetables and learning about nature and wildlife. Children undertake practical experiments to explore and investigate the way things are, and a wide range of resources is provided to advance their technology skills.

Children's health and well-being is a priority. There are good opportunities to engage in a wide range of physical activities both indoors and outdoors. Children go out in the fresh air and take part in physical play at their local parks and pre-school settings. Regular yoga classes and daily access to an outdoor play area provides a balanced range of opportunities in the six areas of learning. All children show an understanding of personal hygiene and healthy eating habits and make appropriate choices at snack and meal times. Fresh vegetables and fruits are on the menu on a daily basis. Drinks and water are accessible throughout the session. Healthy eating is also enhanced through topic projects, one involving growing runner beans.

Children are encouraged to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe through the childminder's guidance. For example, they take part in regular fire drills, learn about road safety and are reminded of safety rules both indoors and outdoors. Children are confident, well behaved and have a good awareness of right and wrong, responding positively to direction. All are encouraged and praised, and their efforts are acknowledged appropriately.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	2

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	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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