

Inspection report for early years provision

Unique reference number	252014
Inspection date	19/01/2009
Inspector	Patricia Dawes
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 was registered in 1989. She lives with her husband, and one child aged 16 years in a house in Ettingshall Park close to Wolverhampton. There are shops and schools within easy walking distance. The whole of the ground floor of the childminder's house is used for childminding and entrance is gained via a flat drive and a step into the premises. There is a fully enclosed garden available for outside play. The family has a snake, a rabbit and a dog.

The childminder is registered to care for a maximum of six children at any one time. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently minding 10 children on a full/part-time basis. The childminder attends the local carer and toddler group on a regular basis and is able to take and collect children from school.

The childminder is a member of an approved childminding network and the National Childminding Association. She receives support from the local authority.

Overall effectiveness of the early years provision

Children are included in all aspects of the childminder's day. She knows the children in her care well, and utilises her knowledge of their individuality well to encourage their self-confidence and self-esteem. The childminder plans a good balance of activities, both indoors and outdoors, that help them make good progress in the six areas of learning. The childminder is fully aware of her role in safeguarding children, hence, they are safe and secure in her care. She evaluates the provision and is confident in identifying future areas for development.

What steps need to be taken to improve provision further?

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

- ensure children are provided with healthy, balanced and nutritious snacks
- review and update the risk assessment with particular regard to children's safety on the trampolines and the safe storage of items in the utility room
- develop the systems to encourage parents to be involved in their children's learning and development.

The leadership and management of the early years provision

All required documentation is kept on the premises and details information regarding children's individual needs. Hence, the childminder is able to tailor her day to meet the needs of the children attending. The childminder follows all required policies and procedures and this in turn promotes the children's welfare in the setting. The childminder has completed basic risk assessments of her home and garden and also for taking children on outings. However, these are not regularly reviewed to ensure any potential hazards to children are minimised to

promote children's safety. The environment is well organised and children are able to access resources freely. The childminder attends regular training and this enables her to implement new ideas into her practice, for example, making observations of children. However, planning for their next steps is limited. The childminder evaluates her provision and has the capacity to make improvements; she has identified specific areas for improvements and assessed the impact of these on outcomes for children. The childminder builds sound and supportive relationships with the children's parents and liaises with other settings used by the children. Parents are kept informed about her setting and their child's well-being; however, sharing development information with parents to support their child's learning at home is in its early stages. This means that children's ability to learn and reach their full potential is sometimes impeded.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's care. They demonstrate a secure relationship with the childminder, as they readily interact and engage in play together. Children confidently choose the toys they wish to play with and the childminder gets down to the children's level to support them during their play. The childminder supports children's learning well through consistent interaction and encouraging them to find out about the world around them. For example, at home children were encouraged to pick up and look at a spider, talk about it and count the number of legs. They then went on to be creative, making spider pictures. The childminder offers the children lots of praise and encouragement telling them how clever they are when remembering a familiar story. Children's interests are utilised well to support their development such as projects about recycling. This helps them make good progress and develop positive attitudes towards their learning.

Children play in welcoming premises and are able to independently access a range of good quality toys and equipment. This helps them make good progress in their communication, language and literacy and numeracy. For example, identifying animals in a game and sorting building blocks by colour, talking about shape, size and quantity as they play. Children have regular access to a wide selection of books; visit the library for story sessions which supports them to develop their early reading skills. They also learn about other cultures as they celebrate a variety of festivals. Visits into the community such as playgroups, special schools and the local park help them develop a sense of the wider world

Children learn how to keep themselves safe when out and know why there are certain rules to abide by. Children's exposure to illness and cross-infection is minimised through sharing the formal sickness policy with parents and the implementing of hygienic routines in the provision. Children have healthy meals in the provision; however some snacks offered to children have high sugar content. Children have regular access to fresh air and exercise in the childminders garden or on outings.

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?	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?	2
How well are children helped to make a positive contribution?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Foundation Stage.

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.