

Inspection report for early years provision

Unique reference number	260859
Inspection date	24/02/2009
Inspector	Sally Ann Smith
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).

Description of the childminding

The childminder was registered in 2001. She lives with her husband, adult son and son aged 14 years, in Walsall. The whole of the ground floor is used for childminding. There is a fully enclosed front garden available for outdoor play.

The childminder is registered to care for a maximum of three children at any one time and is currently minding three children on a part-time basis. The provision is registered on the Early Years Register.

The family has a cockatiel and two cats.

The childminder takes and collects children from local nurseries and pre-schools. She walks to local shops and parks.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is beginning to develop an understanding of the Early Years Foundation Stage (EYFS), particularly with regard to the learning and development requirements. She is keen to make any necessary improvements to her practice in light of current legislation, advice from the local authority or training received. She implements procedures which generally ensure that children's welfare is effectively promoted. Policies and procedures are in place, some of which are in writing, although all aspects of the care provided are discussed with parents. This ensures that children's individual needs are met.

What steps need to be taken to improve provision further?

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

- develop further knowledge and understanding of how observations and assessments can be used to inform planning in order for children to achieve the early learning goals
- develop further the systems for sharing information with parents and offering support for extending learning in the home
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

- ensure that a full risk assessment is carried out for each type of outing (Safeguarding and promoting children's welfare).

21/03/2009

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment for children and ensures that they are happy and settled in her care. She ensures that children are safe both inside and outside the home by setting ground rules and by talking and explaining safety aspects as they arise. For example, children learn how to go up and down the slide safely so that they do not fall and hurt themselves. They learn about road safety, stranger danger and the importance of staying close to the childminder when out and about. However, whilst the childminder has identified hazards and taken the appropriate action to minimise these within the house and garden, written risk assessments for outings have not been undertaken which is a legal requirement of the EYFS. The childminder demonstrates a sound understanding of safeguarding procedures. She is aware of the different types of abuse and her responsibility to report any concerns promptly to the relevant agencies.

The childminder is beginning to use the self-evaluation form to reflect on her practice and identify areas for improvement. However, this is still in the early stages of completion, although the childminder is aware that further knowledge of the early learning goals is required, so that children's learning and development can be fully supported. She values the support of early years advisors and other childminders to seek and share information. She uses this information and any recommendations from previous inspections to improve the quality of care provided. The childminder endeavours to build trusting and effective partnerships with parents so that the needs of all children are met. Regular verbal exchanges take place in order to discuss all aspects of children's routines, care and play. Parents are given questionnaires in order to seek their opinions and any suggestions for improvements to enhance the care and learning their child receives.

The quality and standards of the early years provision

The childminder has a good understanding of the needs of children in her care and responds to these well. She allows children to dictate their play and make decisions regarding what they want to do, whilst also providing more structured adult-led activities. Children choose whether they wish to participate in these, but the childminder makes them interesting and fun so that children are intrigued. The childminder is developing some understanding of the EYFS and beginning to observe children in their play. However, as yet she is not fully conversant with the early learning goals, and does not use systematic observations to assess children's learning. However, spontaneous observations are undertaken and the childminder does identify next steps for children's learning. As part of her self-evaluation, the childminder recognises this as an area for improvement. However, she demonstrates a sound understanding of what is expected of children at different ages and stages of their development and therefore provides a range of challenging activities.

Children weigh and measure ingredients when they make a cake and regularly

develop an understanding of mathematical concepts in their play. They discuss the various shapes they see whilst sticking and the childminder engages with the children well to extend their knowledge and understanding. Children recognise triangles and rectangles and count how many they see. Trips to the supermarket are fun as children are asked to find various items to place in the trolley which they then pay for at the check-out. They enjoy playing shops in the home, making their own money, signs and labels and selling old postcards and books. A photograph album provides opportunities to recollect certain events and children sit side-by-side as they remember the egg and spoon race and recall that 'the egg must stay on the spoon'.

Children eat a range of healthy snacks provided by the childminder. Access to drinks is freely available and younger children's cups are placed within their reach at all times. Children regularly have fresh air as they walk to the shops or visit the local park. Children learn about cultural diversity and disability and are encouraged to behave sensitively towards each other and acknowledge people's feelings.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.

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.