

Inspection report for early years provision

Unique reference number	255038
Inspection date	16/04/2009
Inspector	Saida Cummings
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 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 1986 and lives with her husband and one child aged 13 years. They live in a residential area situated in the Smethwick location of Sandwell, West Midlands. There are local shops, parks, playing fields, daycare settings and schools within walking distance. The childminder is able to take and collect children from local schools and daycare settings. Children are taken on local visits and outings. The family has one dog.

All of the ground floor is used for childminding. There is a fully enclosed rear garden available for outdoor play. The childminder is registered to care for six children at any one time and there are currently two children on roll within the Early Years Foundation Stage (EYFS). She also cares for older children. This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well cared for in a safe, stimulating and inclusive environment where they are valued as unique individuals. Their welfare, learning and development requirements are met well owing to the dedication and commitment of the childminder. The childminder works in partnership with parents and carers to ensure that each individual child's needs and routines are met. The self-evaluation system is in its infancy and is not yet sufficiently developed to ensure the childminder is able to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system to identify priorities for development in all areas to ensure continuous improvements are made
- develop planning for individual children further by using the observations and assessments to help them move on to the next stage in their development.

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

- carry out a full risk assessment for each type of outing and ensure these are regularly reviewed (Safeguarding and promoting children's welfare).

25/05/2009

The leadership and management of the early years provision

Children are safeguarded and their welfare is promoted in a safe and child-friendly environment. Their needs are well-met and the effective organisation of space, resources and learning experiences has a positive impact on their overall development. The effective policies and procedures work in practice to safeguard children and promote their health and well-being. There are many detailed documents in place which are regularly reviewed and updated, taking into consideration current legislation affecting the care of children. The childminder has started to assess the effectiveness of her provision and has identified some areas to make improvements to benefit the children. However, the self-assessment systems are not yet sufficiently robust to ensure priorities for making improvements in all areas are identified and implemented.

Children are happy, settled and are able to choose from a wide range of stimulating and interesting resources to instigate their own play. Inclusive practice is promoted as the childminder encourages children's positive self-esteem and adapts the activities to ensure all the children are able to reach their full potential. The childminder has effective systems for gathering relevant information from parents and carers when children first start attending to ensure individual children's routines are adhered to. They are provided with good quality information which includes access to an information pack which details how the children are cared for and how they are helped to extend their knowledge and skills. Parents and carers are kept well-informed of how their children have spent their day through daily verbal communication. The childminder is vigilant and places high priority on children's safety. Thorough risk assessments, which include all the indoor and outdoor areas, are in place to ensure effective actions are taken to manage and eliminate risks to children. However, although the childminder has appropriate systems in place for taking children on outings, she has not completed risk assessments for each type of outing to ensure children's safety is fully protected. Children's welfare is protected as the childminder has a good understanding of Safeguarding Children procedures.

The quality and standards of the early years provision

Children's learning and development are promoted in a stimulating and homely environment. They benefit from playing in a well-organised environment which allows them to move around and play safely. Children have access to a good range of toys and resources appropriate to their age and stage of development. They show considerable independence and make choices about their toys and resources they wish to play with. They are encouraged to develop their basic skills, such as young children attempting to feed themselves. All children are fully included as the childminder adapts activities so that individual children are given opportunities to participate at their own level. They are given many opportunities to explore and investigate, extend their creativity and problem solving skills.

Children's language skills are developed through their love of books and story telling, as well as encouragement to join in with relaxed and interesting

conversations. Young children are encouraged to use their vocals and experiment with sound. They are able to build up their vocabulary through everyday activities and routines, such as repeating words they hear and the childminder reinforces this by pointing to the relevant items and encouraging children to use the newly discovered words. Children are progressing well in their learning and development as they benefit from an exciting range of activities which are specifically planned to ensure individual children's preferences and needs are fully catered for. The childminder has developed a system for observing, assessing and planning appropriate activities for each child which provides them with many interesting opportunities to develop their skills. However, the system for planning children's activities is not yet sufficiently developed to ensure that individual children are given every opportunity to move on to the next stage in their learning and development.

Children's welfare is successfully promoted in a safe, friendly and homely environment where they are equally valued and included. They are kept safe as the childminder ensures they are supervised at all times and discussions are held about how they can keep themselves safe. For example, they are encouraged to help tidy away some of the toys when they want to access other toys and the childminder explains that this is because they may trip and hurt themselves if there is too much on the floor. Children's good health and well-being is well-promoted as they have daily opportunities for physical indoor and outdoor activities. They relish their time playing out in the fresh air which includes taking part in various local outings, such as joining in with local walks to the park, library and shops. Children also have opportunities to mix with other children of their own age group when they take part in weekly visits to the local carer and toddler groups. Young children are supported and encouraged to develop their creative physical experiences. For example, the childminder supports them when they attempt to stand up and adapts the play areas to ensure there is sufficient safe floor space when they attempt to take their first steps.

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.	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?	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