

Inspection report for early years provision

Unique reference number	251962
Inspection date	04/02/2009
Inspector	Patricia Webb
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 has been registered since 1991. She lives with her husband and three teenage children in the Aldersley area of Wolverhampton. The whole of the ground floor is used for childminding with additional use of a bedroom and toilet facilities on the first floor. The property is accessed by a flat drive and a small step up to the front door. There is a fully enclosed rear garden available for outside play laid out to a patio with steps down to the grassed area. The family has a rabbit as a pet and there is a large fully covered fish pond in the garden.

The childminder is registered to care for a maximum of six 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 four children in this age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder knows the children well and understands their differing needs and varying stages of development. She offers a homely well-organised provision that is inclusive to all children and encourages them to develop their self-help skills and independence. There is a strong emphasis on promoting children's self-esteem and confidence in close partnership with parents and carers. Her knowledge and understanding of the Early Years Foundation Stage is limited and planning for continued progress in their learning and development is less focused. The childminder discusses all aspects of children's care with parents and shares relevant information on a daily basis. The partnership with other providers involved in the children's learning and development has not yet been fully explored and the childminder is unsure of the process of self-evaluation in informing improvement of practice.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the Early Years Foundation Stage
- develop the assessment process in order to inform planning with regard to next steps in children's learning and development
- expand the level of information recorded in risk assessments to clearly indicate any hazards identified and the action taken to address these
- develop the partnership with other providers to enable a consistent approach in planning children's activities and learning experiences
- develop the self-evaluation process to identify strengths and areas for improvement within the provision.

The leadership and management of the early years provision

Children are settled and content in the family-orientated environment offered by the childminder. She promotes inclusive practice discussing individual care routines and needs with parents and carers to ensure each child's needs are met. She is skilled in managing children of varying ages and giving each individual attention during their day. The childminder offers flexible planning to her service, enabling children to take advantage of variable such as the weather, number of children present and individual interest. For instance, she supports a three-year-old as he demonstrates his expert skills on the computer whilst maintaining close warm contact with a young baby whilst spoon feeding her dinner. The childminder is very experienced and can see learning opportunities in everyday activities such as pegging out washing, when children are encouraged to find a number of pegs of matching colours and discover the mechanics of a tipper truck at the nearby road works.

However, the childminder is aware that her knowledge of the Early Years Foundation Stage is limited and the process of evaluating the provision is not fully implemented resulting in some gaps. The systems for assessment of children's progress do not yet demonstrate the link to planning for next steps in their learning and development. The childminder is however skilled at using close interaction and various resources to promote overall development such as smiles and differing facial expressions, and tone of voice with the baby for developing first communication skills and moveable toys to encourage the development of upper body control.

All the legally required documentation is in place and stored confidentially. Children's safety and well-being is safeguarded as the childminder understands her duty of care and shares this with parents through her policies and procedures. The format used to conduct the daily risk assessments is very basic and does not fully identify hazards which may have been identified and required attention. This hinders children's overall safety particularly for outings.

The partnership with parents is a strength of the provision as they express great satisfaction with the homely environment and the manner in which they are kept informed of their child's day and activities. This good communication helps to provide continuity of care and ensure that children's individual welfare needs are met.

The quality and standards of the early years provision

Children are settled and very much at home in the childminder's care. They play and rest within a provision that is clean, warm and well maintained. The rear garden has been developed to offer a wide variety of opportunities for developing physical skills and enjoying activity in the fresh air daily. The setting is arranged well with children being able to independently access age appropriate toys and resources easily. Good health and hygiene procedures ensure that risks of infection or cross-contamination are minimised promoting children's well-being. Their

physical health is fostered as they enjoy healthy and nutritious meals and snacks with any specific dietary needs or requirements being discussed with parents and carers and adhered to.

The childminder has begun to record children's progress through photographs and verbal discussions with parents and carers but is not sure how to use these to evaluate the progress children are making. Children's social skills are given a high priority and the effective interaction and relationships formed with the childminder and each other promote their confidence and self esteem. Behaviour is managed sensitively and the childminder is skilled in dealing with tantrums in a way which allows a child to have time and space to calm down and return to the activity.

Children are provided with appropriate toys and equipment that helps them to develop their concentration skills such as following and completing a suitable programme on the computer and joining in with the childminder and members of her family to enjoy music. movement and dancing activities. They develop their manipulative skills and dexterity as they handle toys and equipment such as scissors, cutters and the computer mouse confidently. Children are actively encouraged to develop an understanding of how to stay safe as, for example, they participate in fire drills, follow road safety rules and tidy away their toys when they have finished playing with them.

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?	2
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

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

There have been no complaints made to Ofsted since the last inspection.

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.