

Inspection report for early years provision

Unique reference number	251901
Inspection date	25/02/2009
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 1995. She lives with her husband and three children aged 12, 22 and 24 years in a house in Bilston, West Midlands. The designated playroom and toilet on the first floor are made available for childminding; the premises are accessed via one step. The garden is not currently used for outdoor play.

The childminder is currently minding 11 children on a full/part-time basis. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder attends the local carer and toddler group on a regular basis and is able to take and collect children from school. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a safe, secure and inclusive environment where children are happy and settled. Her sound knowledge and understanding of the children in her care ensures that their individual needs are met and their welfare and learning is promoted. The childminder plans a good balance of activities that help children make good progress. The childminder demonstrates a commitment to further training, consultation with children and parents and takes account of recommendations made through inspection which clearly shows her capacity for continuous improvement. Systems to clearly record the next steps in children's learning and self-evaluation to identify strengths and areas for development are not yet fully developed. However, she consistently evaluates her practice and demonstrates she is confident in identifying future areas for development to ensure individual children achieve their full potential.

What steps need to be taken to improve provision further?

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

- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision
- ensure observations are used to assess children's progress and use these to plan the next steps in children's learning and development.

The leadership and management of the early years provision

The childminder has devised comprehensive policies and procedures and has all the required records in place to support children's needs efficiently. The childminder maintains a detailed risk assessment which helps ensure children are safe within the home and outdoors. She has a comprehensive knowledge of her safeguarding policy and understands the procedures to follow if she is concerned

about child abuse.

The childminder has a sound knowledge of how children develop and, therefore, is able to suitably support their learning. The homely environment is organised to offer children choice and shelving is used in the playroom to display toys and resources. The childminder sets out favourite toys so children can access them freely and make independent selections.

Good quality information is shared with parents, regarding the childminder's service and children's care, learning and development. Daily discussions at either end of the day ensure that all relevant information is passed on. Parents are offered a suitable level of information about the provision including relevant policies and procedures. This ensures that all parties are aware of the expectations and this provides consistency for children. Suitable records are maintained for each child in relation to effectively supporting their individual care needs.

A previous recommendation to develop the existing provision for snacks to promote healthy eating to children after school has been addressed to ensure children's well-being and health. The childminder is beginning to put a formal procedure in place for monitoring and evaluating the setting to identify her strengths and any areas for improvement.

The quality and standards of the early years provision

The childminder's home is appropriately organised. The premises are clean and well maintained and arranged to enable children to make choices about their play and to develop their independence. The childminder spends quality time with the children, supervising their play to ensure their safety and encourage their learning further. Efficient daily routine meets children's needs and promotes their welfare such as, social mealtimes where children are encouraged to eat healthy snacks and meals. Drinks are offered at regular intervals throughout the day. Although the childminder does not use her garden for outdoor play, she ensures children have good opportunities to access to fresh air and exercise such as daily outings to the park, carer and toddler groups or other children's fun venues. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection, for example by the use of individual towels. During routine outings such as walking to and from school the childminder often talks to children about road safety. This means they are developing an understanding of how to keep themselves safe. Children's safety is further promoted as the childminder discusses fire evacuation with younger children; older children practice the procedure.

All areas of learning are covered through a broad range of activities and experiences. Systems in place to record and monitor children's learning and development are developing. Written observations mark children's progress and their next steps for development are identified. However, the observations of children are not yet used to inform planning the next steps in the children's learning. The childminder interacts effectively with the children, asking questions and engaging them in conversation to support and promote their language and communication skills. Children's understanding of shape, colour and number is

promoted through everyday situations such as when playing with the shape sorters, small world figures, cars and garages. Knowledge and understanding of the world is promoted as children take part in picking fruits in the summer or growing their own tomatoes, strawberries or cress. Children's creativity is developed as they access a range of art and craft materials to produce effective art work which the childminder displays.

Parents are kept well informed about their child by the use of a daily verbal communication. This means positive partnerships have been established with parents. The childminder is developing links with other early year's providers to compliment any work being undertaken and offer additional support for all children she cares for.

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?	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
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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, no complaints have been 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.