

Inspection report for early years provision

Unique reference number	209923
Inspection date	26/02/2009
Inspector	Olwen Pulker
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 1990. She lives with her husband in a village in South Staffordshire, near Wolverhampton. There are shops, a play park and schools within easy walking distance. The whole ground floor of the childminder's house is used for childminding. Access to the house is via a step. There is an enclosed garden available for outside play. The childminder has a cat as a pet.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding nine children all of whom attend part-time. Four of these children are in the early years age group. The childminder walks to the local school to take and collect children. She attends local carer and toddler groups and meets with other childminders regularly.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and settled, supported well by the childminder who has a clear awareness of each child's individual needs. The partnership with parents and other providers contributes effectively to ensuring that children's needs are met. The childminder is putting systems in place to evaluate practice and the recommendations raised at previous inspections have been suitably addressed.

What steps need to be taken to improve provision further?

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

- improve the systems for making observational assessments of children's achievements and use these to identify learning priorities and plan relevant learning experiences for each child, matching the observations to the expectations of the early learning goals
- maintain a record of risk assessments for each type of outing clearly stating when it was carried out, date of review and any action taken following a review or incident.

The leadership and management of the early years provision

The childminder shows a keenness to ensure that she meets all requirements of the Early Years Foundation Stage (EYFS) and has started to evaluate her practice to identify areas for improvement. She attends training required to support her registration, for example, first aid.

Positive relationships exist between the childminder and parents as she involves them in their children's learning; encouraging them to share information about their child's routine and home life and their likes and dislikes, which helps the

childminder to meet their individual preferences and needs. A good range of documentation is provided for parents to ensure that they are fully informed about the care provided. They receive daily verbal feedback about activities their children are engaged in and the children's profile books are available to them at all times. These procedures are effective in informing parents of children's progress and how they can support and extend their learning and development. The childminder has well-established links with the local school to facilitate the sharing of information about children's attainments and activities in order to promote continuity and coherence.

Children's welfare is promoted well within the home. The childminder protects children from harm or neglect as she has a good understanding of her role in safeguarding and a clear awareness of signs and symptoms of abuse. A full risk assessment of the premises has been completed and daily visual safety checks help to ensure that children are cared for in a safe environment. However, risk assessments undertaken for outings are not documented as required by the EYFS.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Children are helped to learn how to keep themselves healthy because they have frequent opportunity for both physical and outdoor play activities. Their good health is promoted through a balanced diet of packed lunches provided by parents and snacks of fresh fruit, yoghurt or toast from the childminder. Children are provided with skills to keep themselves safe. For example, they know to dial 999 if they discover a fire and have learnt this as part of the regular fire drills practised with the childminder. They are routinely reminded to use toys and resources with care and are taught road safety on frequent walks.

Play spaces are well planned and arranged to enable children to choose and participate in a wide range of stimulating activities that meet their play and development needs. The childminder ensures that a good range of activities and play equipment are available to meet individual interests and promote equality of opportunity. She has some resources which reflect positive images of diversity and children take part in creative activities and listening to stories when celebrating various festivals.

Children are able to independently access a range of toys and equipment to help them make good progress in their personal, social and communication development. They enjoy listening to stories and their interest in books is extended further as they regularly visit the local library for story time and to borrow books of their choice. Their knowledge of letters is progressing well; they recognise their names and make competent attempts at writing their given names with guidance from the childminder. Children engage in creative activities such as painting, cake making and playdough and develop their imagination in role play. The childminder provides the children with regular opportunities to visit local community facilities such as parks and local groups. They also enjoy bus journeys during the school holidays when they visit the cinema or West Park in Wolverhampton.

The children have formed strong bonds with the childminder who regularly praises and congratulates them on their progress and achievements to develop their confidence and self-esteem. They are independent in self-care with regards to toileting and require little help when changing into their uniforms before attending nursery school. The children behave well; they share and play companionably together, learning to take turns and are mostly mindful of other's feelings.

The childminder has begun using observational assessments, supported by photographs and examples of children's work. However, systems are not yet in place to link these to steps within the different areas of learning in order to plan the next steps and to help identify if children are achieving their full potential in all areas of their development and learning.

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?	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
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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

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.