

Inspection report for early years provision

Unique reference number	210366
Inspection date	16/03/2009
Inspector	Mary Anne Henderson
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 1999. She lives in a house near Wolverhampton with her husband and two children aged 15 and 11 years old. The childminder is registered to care for six children on the Early Years Register. Currently she is caring for four children within the Early Years Foundation Stage, who attend for various sessions throughout the week. The downstairs areas and the upstairs bathroom are used for childminding and there is an enclosed outdoor play area. There are no pets.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is a member of the National Childminding Association. The childminder is also a member of the Staffordshire Childminding Network. She is able to take and collect children from local schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a warm and welcoming environment for children and their parents. She recognises the uniqueness of each child, thereby ensuring inclusion of all children on roll. The childminder works closely with all parents to ensure their child settles well and their ongoing welfare is well-maintained. She also liaises with other providers of the Early Years Foundation Stage (EYFS) to ensure children's needs are met. Systems to evaluate the provision are undertaken and show a sound commitment to improving practice on an ongoing basis.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policies and procedures clearly outline what will happen in the event of an allegation against the childminder or a member of the family
- extend the risk assessment procedures to include all the outings undertaken by the children
- use observations to plan for children's next steps in all areas of their learning and development.

The leadership and management of the early years provision

The leadership and management of the early years provision is good. The parents provide detailed information about their child's needs and requirements. There is verbal exchange of information each day about the child's routines and learning experiences. The childminder has made a start on observing individual children. However, observations are not yet fully utilised to plan for children's next steps in

all areas of their learning and development. The childminder liaises with other settings providing for the children in the Early Years Foundation Stage (EYFS). This further promotes inclusion and continuity of care and learning for all children. The childminder has begun to evaluate the provision. As part of the process, the parents and children have been consulted and all strengths and areas for further improvement have been identified. The childminder shows a sound commitment to improving the service provided on an ongoing basis. Improvement following the last inspection ensures children's welfare is well-supported.

The childminder has a good knowledge and understanding about safeguarding procedures. However, the policies and procedures in place do not yet clearly outline for parents what will happen in the event of an allegation against the childminder or a member of the family. The parents are provided with copies of all policies of the setting. All areas of the house are clean and safe and the childminder checks all indoor and outdoor areas before the children arrive each day. The childminder has begun to record risk assessment procedures which includes areas, equipment and resources. However, the procedures do not yet clearly outline the risk assessment of all outings involving the children.

The quality and standards of the early years provision

The quality and standards of the early years provision is good. The children are beginning to find out about their environment, identifying features and noticing the natural world. They do this as they visit various places of interest with their peers and the childminder. Children enjoy regular outings to the toddler and childminding groups where they mix with and build positive relationships with other children and adults. Here, they enjoy undertaking a range of activities that help them to learn about sharing, turn taking and tidying up. Children also enjoy visits to national trust venues such as Whitewick House, where they explore the historical house and play in the grounds using a range of playground equipment and have picnics in the gardens. Other places of interest enjoyed by the children includes Baggeridge Park where the children look at plants and trees and search for insects as part of an organised bug hunt.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy regular walks to the park where they use the large equipment to practice their climbing and balance skills. Children also enjoy using the equipment at the childminder's home as they jump on the trampoline, ride the trikes and play ball games in the garden, under close supervision at all times. Children also use a range of tools to extend their physical development, such as cutting and rolling the playdough and using paintbrushes and crayons to create their own pictures.

Children are beginning to use information and communication technology to support their learning. They do this as they look up reference information on the computer and use table top computers to explore a range of problem solving activities such as how many can you see and what is missing in the picture. The children say and use numbers in familiar contexts, count and recognise numbers and involve themselves in problem solving activities. For example, they enjoy a

range of board games such as snakes and ladders and they like to play card games such as snap. They also explore numbers and counting through songs and rhymes and do this as they travel in the car.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. Children are provided with a range of healthy snacks of fruit and drinks of water throughout the day. They learn about the importance of hygiene as they wash their hands before they eat and after visiting the toilet with younger ones being supported by the childminder. They also talk at meal times about the benefits of eating healthy food and being physically active at the park. Children are learning about keeping themselves safe. They do this as they learn to cross the road on outings and by being involved in regular fire evacuation procedures with the childminder.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They do this through access to resources that reflect positive images of people with different cultures and those with disabilities. They also enjoy bringing books back from the library and reading and listening to stories about people with differences from around the world.

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?	2
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?	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

There have been no complaints since registration.

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.