

Inspection report for early years provision

Unique reference number	209676
Inspection date	11/03/2009
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 1994. She lives in a house in Wolverhampton with her partner and 15 year old daughter. The childminder is registered to care for six children on the Early Years Register. Currently she is caring for three children within the Early Years Foundation Stage. The downstairs areas and the upstairs toilet and two bedrooms are used for childminding and there is an enclosed outdoor play area. The family have a dog.

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 able to take and collect children from local schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A warm and caring environment is provided for all children on roll. The childminder recognises the uniqueness of each child thereby ensuring the inclusion of all children. She shares two-way information with parents to ensure their child's ongoing welfare and development is well maintained. The childminder exchanges relevant information with other providers of the Early Years Foundation Stage (EYFS) to ensure children's needs are identified and fully met at all times. Systems to evaluate the provision are implemented, however, the strengths and areas for further improvement is not yet clearly outlined in the process. Also, parents have not yet been fully included in the process. The childminder shows a sound commitment to improving her 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 evaluation systems of the provision clearly outline the strengths and areas for further improvement and involve parents and children in the process
- 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.

The leadership and management of the early years provision

The leadership and management of the early years provision is good. There is verbal and written exchange of information about the children's care and learning to ensure inclusion of all children on roll. There is a range of written policies and procedures in place thereby ensuring parents are well-informed about the service provided. The childminder has made a good start on children's observations. She uses the information to plan for children's next steps in their learning in all areas of

development. The information also includes parents input about their child's starting points. The childminder liaises with other providers of the Early Years Foundation Stage (EYFS) with regard to children's care learning and development, thereby further ensuring inclusion of all children on roll.

There are systems in place to evaluate the provision. However, the systems do not yet fully include the strengths and areas for further improvement. Also, parents and children are not yet fully included in the process. Improvement following the last inspection ensures children's safety and welfare is well maintained. The childminder has a sound knowledge and understanding about safeguarding procedures. However, the policies and procedures do not yet clearly outline what will happen should there be an allegation against the childminder or a member of the family. Areas within the home are clean, well maintained and safe. The childminder checks all areas before the children arrive at the house. Risk assessment procedures are comprehensive and include all outings involving the children.

The quality and standards of the early years provision

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, they talk about the benefits of eating healthy foods and how exercise helps them have a healthy body. Children enjoy choosing from a range of healthy fruits and yoghurts during their snack time. They are also learning about the importance of hygiene through routines as they wash their hands before eating and after using the toilet. The children learn about the importance of keeping themselves safe. They do this as they learn about crossing the road safely with the childminder and as they practise the fire evacuation of the setting.

Children are beginning to form good relationships with their peers and the adults around them. They enjoy visits to the toddler groups where they play with different children they see on a regular basis. They also have sound regard for one another, sharing and turn taking with the resources at the childminder's home. The children's sense of belonging and self-esteem is well fostered because their art work is displayed for them and their parents to enjoy.

Children find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings which stimulates their interest in the world around them. Outings include regular visits to the local library where they meet other adults and children at the 'Mucky Pups' and 'Baby Bounce' meetings. Here, the children enjoy messy play such as painting and cutting and gluing activities. They also enjoy extending their imagination as they blow bubbles, sing, listen to stories and take books home from the library. Children enjoy walks around the local area where they look at the stream and notice the birds and butterflies around them. They like to feed bread to the ducks and visit the farm animals at Rays Farm and Hoo Farm talking about how the animals live and what they eat. The children like to go on bus rides to the shops, looking at healthy foods and buying fruit for their snack time.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy riding on trikes and kicking the footballs in the garden. They also use a range of large equipment at the local park where they extend their climbing and balance skills. Children use a range of tools to extend their small muscle movement such as knives to spread toppings at lunch time and pencils and paintbrushes for arts and crafts activities.

The children say and use numbers in familiar contexts and they count and recognise numbers. For example, they like to count up to 10 and beyond as they go up the stairs to the toilet. They also count their own fingers as they sing rhymes with the childminder. Children are beginning to problem solve as they use shape sorters and put jigsaw puzzles together. They also use table top computers to solve problems, look at numbers and learn about different shapes. This also supports the children's interest in information communication technology.

The children are beginning to understand that people have different needs, views, cultures and beliefs. Young children enjoy playing with a range of resources that depict positive images of diversity. This includes playing with dolls in the home corner, extending their imagination as they use the small world people which depict different cultures and disabilities. They also enjoy reading story and reference books about a variety of festivals.

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?	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?	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 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.