

Inspection report for early years provision

Unique reference number 255065
Inspection date 25/09/2009
Inspector Kashma Patel

Type of setting Childminder

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1998. She lives with her husband and two adult children in Sandwell. The home is close to shops and schools. Most of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises can be accessed by one step at the front of the home.

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 two child in this age group, who attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She also offers care to children aged over five to seven years.

The childminder has procedures to support children with, special educational needs and/or disabilities (SEND) and who speak English as an additional language. The childminder is a member of the National Childminding Association and runs local pre-school groups. She has a National Vocational Qualification (NVQ) at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they are cared for in a setting which promotes inclusive practice. Well established partnerships are in place with parents and other carers which ensure each child's individual needs are well met. Policies and procedures are implemented to generally keep children safe and promote their welfare. The childminder is very experienced and knowledgeable and shows commitment to developing her practice through attending ongoing training which provides a strong basis for her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- take reasonable steps to ensure that hazards to children - both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the childcare register) 09/10/2009

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

- improve the two-way flow of information to develop practical ways to help

parents support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are generally well promoted both inside and out of the home. A detailed risk assessment is in place which has identified most potential risks to children. Some safety equipment is in place such as stair gates and fire safety equipment. However, the gas fire is not secured with a fireguard and this means that not all potential risks to children have been minimised. The childminder explained that the gas fire is not being used and she ensures that her gas central heating is serviced annually to prevent any breakdown in the heating system. The childminder has a good knowledge of safeguarding children through training which means she has developed a clear understanding of procedures to follow in the event of concerns being raised about children in her care. All the required documentation, policies and procedures are in place, however, some lack sufficient detail to fully safeguard children.

The childminder has a Level 3 qualification in child care which enables her to provide a rich stimulating learning environment. As result, children enjoy their time in the home and make good progress in all six areas of learning. They move around with ease from the lounge to conservatory selecting activities of their choice.

Partnerships with parents and other agencies delivering the Early Years Foundation Stage (EYFS) are well established which ensures consistency in children's progress. The childminder obtains planning information from settings which children attend to ensure she is able to support and extend their learning. However, opportunities for home learning have not been fully explored. This means that parents are not able to fully contribute to their children's progress.

An effective system for self-evaluation is in place which clearly identifies future areas for development. This demonstrates that the childminder has the capacity to maintain continuous improvement in her service which ensures positive outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time with the childminder and make good progress in all areas of their learning. The childminder has a good understanding of each child's stage of development, which enables her to support their progress successfully. She knows what children can do, their likes and dislikes and their interests. Children develop good skills in their communication as they interact with the childminder and their peers. They learn to consider others as they take turns and share toys. The childminder helps children to deal with their feelings through appropriate resources such as puppets and stories. Opportunities are available for children to make marks using a wide range of resources such as crayons and pencils. Children

learn about numbers and colours as they make spiders with the play dough and count the legs. In the community they regularly access pre-school groups which the childminder runs with other registered childminders. This ensures children have regular contact with their peers to enable them to develop social skills, which will help them in their future.

Planning is effective, covering all six areas of learning. Observations are carried out regularly to assess children's development and plan for their next stage in their learning. Children's learning journeys are clear and detailed with photographic evidence relating to each area of learning. This ensures that children make good progress towards the early learning goals. This information is made accessible to parents, which ensures they are kept updated with their children's progress.

Children enjoy packed lunches which are suitable for their individual requirements and promote healthy eating. They are learning about healthy food and are aware that too many sweets are not good for their teeth. Children bring in their own cups from home which are filled with water, this ensures that they remain well hydrated. The risk of cross-infection is minimised through good hygiene practices such as hand washing. Children learn to share and play cooperatively through consistent praise and encouragement from the childminder. Negative behaviour is discouraged through careful explanations taking into consideration children's age and understanding.

Regular activities are planned in the community to enable children to socialise with their peers and maintain a healthy lifestyle through fresh air and exercise. They enjoy outings to the local pre-school and the library where they read books. In the garden they access a range of equipment such as bats, balls and skipping ropes to promote their physical skills. Children learn about the wider world through regular discussions and have access to a good range of resources which reflect different lifestyles and cultures. They enjoy making sand pictures and diva lamps for Diwali which promote their awareness of cultural 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 09/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 09/09/2009