

## Inspection report for early years provision

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<b>Unique reference number</b>	EY339967
<b>Inspection date</b>	04/12/2009
<b>Inspector</b>	Olwen Pulker

<b>Type of setting</b>	Childminder
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 2006. She lives with her husband and two-year-old child in Wolverhampton. Her husband is also a registered childminder. The childminder has overall responsibility for childminding practice. Her co-childminder works in a supportive role as he is available on a part time basis. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for five children at any one time when working alone and for six children when working with her co-childminder. Currently they are caring for four children, all of whom are within the early years age group. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder and have their individual needs suitably met. The childminder is attentive to their care needs and provides them with access to a range of activities, however, these are not always well planned to support the children's learning and development. Parents are kept well informed of their children's care and development and about the childminder's service. The childminder demonstrates commitment to improving her service, although, systems enabling her to monitor her practice are not sufficiently rigorous, to effectively identify areas for development and secure future and ongoing improvements.

## **What steps need to be taken to improve provision further?**

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

- develop the self-evaluation systems to assess the setting against the criteria of the Early Years Foundation Stage (EYFS).
- review the risk assessment to ensure that it covers anything with which a child may come into contact in order to promote children's safety and wellbeing.
- review systems to gather information about what children can do when they first attend to enable effective planning to support their learning and development in all areas
- develop opportunities for children to access outdoor activities on a daily basis all year round in order to promote their sense of wellbeing and be physically active.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a sufficient knowledge of child protection issues to enable her to take appropriate action should she have a concern about a child in her care. She provides a safe environment for children to play and regularly carries out emergency evacuation which helps the children to feel safe. She has recorded risk assessments of her home and for some, but not all types of outings. Consequently, children's safety is not fully promoted. The childminder maintains satisfactory records about the children, including accident and medication records. External doors are secure and children are unable to leave the house unsupervised.

The childminder uses the space within her home appropriately to meet all the children's care needs. She offers a range of quality toys and equipment and satisfactorily uses these to interest and involve the children. The childminder demonstrates a sound understanding and awareness regarding equality and diversity and borrows play items from the toy library that provide positive images to help children embrace differences in ethnicity, culture and disabilities.

The childminder with input from her co-childminder and the parents continually evaluates her practice. However, this is not sufficiently rigorous to identify the measures required to bring about improvements for children. The childminder works soundly in partnership with parents. She has a range of written policies and procedures in place that are shared with them, outlining her practices. She ensures relevant information is gathered from parents to help her cater to individual needs. Daily discussions take place around the children's general wellbeing, play activities and achievements.

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

Children make satisfactory progress in their learning and development because the childminder has a sound understanding of child development and provides a suitable range of play opportunities to satisfactorily meet their individual needs. The childminder has a developing knowledge of the Early Years Foundation Stage and knows what individual children have learnt. She undertakes observational assessments supported by numerous photographs of children's activities enabling her to identify their achievements and plan next steps in their development. Although, the childminder has a good system in place to gain information from parents regarding children's main likes and dislikes when they first start attending, this currently fails to inform her of what children can do. Consequently, planning is not effective from the outset and children may not initially be provided with experiences which are appropriate to their individual stage of development. Children are beginning to recognise the need to behave in ways that are safe for themselves and others, for example, tidying away resources and using play equipment appropriately.

Children often respond when the childminder suggests activities, such as

completing jigsaw puzzles. They choose from accessible resources, including role play, for example, the play cooker and food. Younger children enjoy 'dancing' to nursery rhymes played as background music and listen attentively as the childminder sings along with these. Children's early literacy skills are suitably developed as the childminder offers a range of books which children enjoy looking at independently as well as with the childminder. They begin to learn the early skills that will support their future learning. For example, they begin to become familiar with colour and number because the childminder reinforces these as they play with construction bricks. There are several interactive toys available. Children show interest in these, operating them by pressing different buttons to activate flashing lights and sounds. The children feel safe and secure within the relationship they develop with the childminder. Each child has a sense of belonging as they are able to view photographs of themselves within the playroom and have their own chairs identified by their photograph stuck on the back. They gain some knowledge of the wider world as they take part in outings out of the home to child orientated venues such as the West Midlands Safari Park.

Children suitably learn about the importance of a healthy lifestyle. They choose from a range of healthy snack options that include fruit salad, yogurt and toast and drinks, which are readily available to ensure they stay hydrated. Children learn about personal hygiene as they wash and dry their hands appropriately before lunch. They have some opportunities for physical exercise and fresh air as they use the garden during the summer months. However, outdoor activities are less available during colder or wetter weather and, therefore, children do not benefit from regular daily exercise in fresh air.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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

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## **Annex B: the Childcare Register**

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

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