

Inspection report for early years provision

Unique reference number	EY236665
Inspection date	08/10/2009
Inspector	Patricia Webb

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 has been registered since 2002. She lives with her husband and two children aged seven years and 13 years in the Penn area of Wolverhampton. There are local shops, a park, library and pre-school group within walking distance. There is direct access from a level drive and the whole of the ground floor and a bedroom and bathroom on the first floor are used for childminding. There are also ground floor toilet facilities. There is a fully enclosed garden available for outside play which is laid out to a slabbed patio with steps down to a large lawn area.

The childminder is registered to care for a maximum of five children under eight years of whom three may be in the early years age range. There is also provision for one child overnight. There are currently four children on roll in this age group. Older children are also cared for and this provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and the local authority childminding network. She holds a Level 3 National Vocational Qualification in early years childcare and education and a Level 3 qualification in Childminding Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are effectively promoted by the childminder, supporting their welfare and safety. The uniqueness of each child is fully recognised by the childminder, planning a range of activities and experiences to interest them and promote their learning and development. The childminder has a clear awareness of the strengths and areas for improvement within the provision and has started to draft this as a formal document. The childminder works closely with parents and carers to identify and address specific needs although some consents regarding seeking emergency medical advice or treatment are not in place.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical treatment or advice. 27/10/2009
(Safeguarding and promoting children's welfare)

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

- extend the strategies for involving parents and carers more actively in their

- child's development and learning
- develop further the process for evaluating the quality of the provision and its impact on outcomes for children, in particular seeking and responding to the views and comments from parents and children.

The effectiveness of leadership and management of the early years provision

The provision is well-organised and most of the required records, policies and procedures are in place for safe and efficient management. However, in reviewing and updating children's records, the childminder has not recorded parents' written consent for seeking emergency medical treatment or advice. This is a legal requirement and has the potential to hinder children's welfare. The childminder ensures that all adults who have contact with the children are vetted and suitable and is confident in her knowledge of the safeguarding procedures to protect children. This is supported by a clear and detailed policy which is shared with parents who can be assured of her duty of care to act in the best interests of the child at all times.

Comprehensive risk assessments are carried out daily and when outings and trips are arranged to further ensure children's safety and well-being. They access a wide and varied range of good quality resources which are readily available from the rotated selection offered daily. The equipment is age and stage appropriate and is supplemented regularly by visits to the local toy library in order to maintain children's interests and respond to specific topics and themes planned to extend children's learning and development. Recent work on the rear garden has resulted in children now being able to freely access an outdoor play space in all weathers as they use the slabbed patio area as well as the lower grassed area. They move around the premises with confidence, familiar with the layout, the areas they can use and the support they receive from the childminder in their everyday activity.

The childminder is keen to evaluate and improve the provision and broaden the experiences for children. She has undertaken professional training and also regularly seeks out relevant courses to further enhance her skills and knowledge. Parents receive regular verbal feedback about their children's progress supported by ready access to the children's developmental records, chronicling their efforts and achievements. Comments provided by the parents at the inspection indicate their great satisfaction with the provision. They cite the childminder's commitment to planning and delivering a broad range of experiences and opportunities for children to make all-round progress through everyday activities and well-practised routines. Such involvement from parents is not yet being fully used in the evaluation process as yet although the childminder is eager to develop this aspect in order to improve and enhance outcomes for children. She is enthusiastic, well-organised, thoroughly enjoying her role and the input she has in the lives of the children and their families.

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

Children's overall development and learning is effectively promoted. They enjoy a well-planned spectrum of activities and experiences designed to ensure that all areas of development are covered over time. Learning opportunities are identified and capitalised on by the childminder such as visiting the local toddler group to promote social interaction and skills and visiting local shops and other childminders to gain an insight into their environment and developing relationships. The childminder interacts very positively and warmly with the children, using effective techniques to extend and challenge each child and encouraging their thinking skills. For instance, they extend their memory skills as they add to the list when playing the verbal game of 'I went to the shops and I bought...'. Songs, stories and art and craft activities are shared. For example, a young toddler delights in activating the pop-up shape sorter and is learning the various shapes. Number recognition and awareness is promoted as children sing number rhymes, join in with finger rhymes and older children are able to refer to the clock numbers. They learn about weighing and measuring as they participate in simple cookery activities, with krispie cakes being a particular favourite.

Good resources and discussions with the childminder help to raise children's awareness of the diversity of their world and considering the differing needs of others. One child discusses the harness worn by the toy guide dog, knowing that a person who would use such a dog is blind. They share pictures and photographs with visitors, as they dress up in their favourite outfits, looking at different cultures as well as the role of people in society who help and provide services. Children delve into the large clear plastic boxes to discover their favourite cars or small world characters, confident in the interaction and support they receive from the childminder to extend their play and learning. Innovative activities are used to promote communication, language and literacy as children make marks in various ways. For example, they use differing sized brushes with water to 'draw' on the slabs outside and also use large chinks both on the slabs and at the easel. Cutters and decorative 'wheels' are used in the play-dough as one child recreates 'spaghetti' by squashing the dough through the holes.

Children feel safe and secure in the childminder's care. Attention is paid to road safety when children are out on regular walks and older children are encouraged to consider younger children when accessing toys and activities with smaller items. They participate in fire drills and know the routines well. The childminder works closely with another registered childminder for reciprocal emergency arrangements and care has been taken to ensure that the children and the parents have met this provider to reduce the risk of any upset or anxiety in an emergency situation. Children's health is effectively promoted as they have regular physical activity indoors and outside and understand why it's important to follow good personal hygiene routines such as hand washing. They enjoy healthy snacks and drinks throughout the day. Currently, parents provide children's main meals and the childminder takes great care to ensure safe storage of some items to reduce the risk of spoilage.

Children's behaviour is very good as the childminder is very skilled in varying any strategies used to reflect individual children's ages, stages of development and levels of maturity. Good manners are encouraged and children respond as they have a positive role model in the childminder herself. Children are valued and respected and their self-esteem is fostered as the childminder explains routines to the children such as when reassuring a child that she is about to attend to a baby's needs and will join him back at the table shortly. Consequently, children are settled, content and very much at ease with the childminder.

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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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: Met

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