

Inspection report for early years provision

Unique reference number	EY239074
Inspection date	15/12/2009
Inspector	Olwen Pulker
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 adult child in Walsall. The whole of the ground floor is used for childminding along with downstairs toilet and hand washing facilities. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children at any one time and is currently minding nine children, of whom four are in the early years age group. All attend part-time. She drives to local schools to take and collect children and regularly attends carer and toddler groups.

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 good.

A well-developed knowledge of each child's needs and interests enables the childminder to successfully promote children's welfare and learning. The strong partnership with parents and the childminder's commitment to inclusion means that each child's individual needs are met. Children benefit from the positive interaction with the childminder; they are settled, happy and confident. The childminder evaluates her practice well and demonstrates a capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop assistants' knowledge and understanding of all policies and procedures to ensure that children's welfare is fully promoted.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm or neglect as she is aware of her responsibilities and has a clear understanding of the Local Safeguarding Children Board's policies and procedures. Safety equipment, including fire detection and control apparatus, is suitably located to promote children's safety. The childminder conducts risk assessments for outings and continually checks safety aspects within her home and garden to ensure children remain safe during activities. Well-maintained records, policies and procedures are shared with parents and support the childminder to promote positive outcomes for children. However, the childminder's husband and daughter who sometimes assist her and may, on rare occasions, be left in sole charge of the children are not sufficiently familiar with the

operational procedures. Consequently, children's welfare is not totally protected.

The childminder provides a friendly and relaxed environment for parents and children and this helps to ensure that children's individual needs are met on a daily basis. The childminder completes daily link diaries and individual folders for each child which include numerous photographs and examples of children's work which are shared with parents. These measures effectively inform parents of children's daily routines and the activities they are involved in and contributes to their involvement in their child's care and learning.

The childminder has put in place good procedures, including consultation with parents and children, to effectively identify the strengths and any weaknesses in her service. She reviews this information to identify areas for improvement to ensure the continuing development of the care and learning offered.

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

Children enjoy their time with the childminder. There is a wide range of easily accessible and well-maintained toys to promote purposeful play. The childminder gives children individual attention so that each child feels special and valued. She provides good support to children as they play, making good use of incidental opportunities to recall past events such as a trip to feed the ducks when they sing 'Five Little Ducks'. Children show their knowledge of nursery rhymes as they sing and perform the actions to songs, such as 'If You're Happy and You Know It'. They choose from a good selection of percussion instruments and become familiar with rhythm as they play along with the childminder. Children's speech and vocabulary develops well as the childminder talks to and questions them during their play activities. Their 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. Children show an interest in magnetic letters which the childminder uses to encourage them to recognise letters in their names. They consolidate their knowledge of numbers and colours as they count the number of fruit segments and sandwiches on their plates. Children have good opportunities to develop their social skills when playing with other children at toddler groups, which they attend regularly. Children benefit from suitable outings to explore and begin to learn about the local environment as they feed the ducks and collect fallen leaves from the park to make collage pictures.

The childminder is familiar with the children's interests and abilities and provides a range of play resources and activities to meet these. She plans for the next steps in children's learning using observational assessments of what they can do so that children are sufficiently challenged and supported to fully extend their learning and development through play-based activities.

Children are cared for in a clean and hygienic environment that is organised well to meet their needs. They are appropriately protected from illness and infection, and the childminder employs health initiatives such as 'Stop the Rot' play packs to support children in their participation and understanding of cleaning their teeth as

part of a healthy lifestyle. Children know to wash their hands before and after mealtimes. Their understanding of the importance of a healthy diet is increased as the childminder involves them in themed activities. There are regular opportunities for active physical play in the garden or parks.

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	3
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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