

Inspection report for early years provision

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Inspection date	04/11/2009
Inspector	Jasvinder Kaur
Type of setting	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
W: 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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and three children aged nine months, 13 years and 10 years in Wolverhampton, West Midlands. The whole of the ground floor and first floor bathroom of the premises are used for childminding. The childminder's home is accessed via nine steps to the front door. The family have two cats, a rabbit and some gold fish.

Currently, there is one child on roll. The childminder is registered to care for a maximum of five children at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. This provision is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is able to collect children from the local schools. She attends a number of pre-school settings on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development and generally enjoy their time at the setting. The premises are welcoming, and resources are appropriately organised to enable inclusion in all activities for children. Positive partnerships with parents mean children's needs are mostly met. Generally, effective implementation of policies and procedures ensures children's welfare is promoted adequately and provides inclusive practice. Systems to evaluate practice are generally implemented in identifying both strengths and areas for ongoing improvement to advance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment records of children to identify their achievements clearly in order to plan next steps in learning effectively
- promote good health of children by providing healthy options at snack times
- improve the systems for evaluating all aspects of the provision by means of continuous review
- support further children's awareness of diversity through providing appropriate resources and organising play opportunities on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect, as the childminder has a passable understanding of the signs and symptoms of abuse and Local Safeguarding

Children Board procedures. She shares appropriate documents with parents to ensure they understand her role in protecting children. The adults within the provision have undergone effective vetting procedures. All required policies and procedures, including the complaints procedure and children's records, are suitably maintained and readily available for parents and for inspection. Thorough risk assessments and daily safety checks to eliminate hazards are effective. All equipment, furniture and toys are suitable and safe. Children are encouraged to adopt safe and responsible habits through regular input from the childminder, for instance, on road safety or any possible dangers in their everyday life, including hot water. Children are protected from the spread of infection, because there is a suitable procedure in place to exclude any with infectious illnesses.

Parents are kept informed about the childminder's practice and the provision through a daily diary, verbal communication and access to her policies and procedures. She encourages parents to share what they know about their child. Some information is sought from parents about their child on admission. Systems to ensure that the self-evaluation processes to build on current working practice are not consistently implemented. Hence, some areas for improvement have not been fully identified. Nevertheless, the childminder has shown some capacity to make improvements. For example, written policies and procedures have been devised, and are shared with parents. She has updated her professional skills by attending some training workshops, including a workshop on the Early Years Foundation Stage (EYFS), and has completed First Aid and Safeguarding Children training.

The childminder places sufficient emphasis on ensuring practice is inclusive for all families. Children are confident and demonstrate a sense of trust and security. Toys and resources are deployed to provide free choice, thus encouraging children's independence and supporting their self-confidence and learning. However, the selection of resources available depicting ethnic backgrounds, activities and opportunities to celebrate diversity is somewhat limited. This means children are not fully supported to learn about cultural and religious differences. Nevertheless, the childminder discusses children's individual needs with parents, which enables her to provide suitable care.

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

The children are mostly occupied and content in the childminder's house. They are provided with adequate opportunities to make progress in their learning and development. The childminder creates a homely environment in which children settle-in well and can grow in self-confidence. Therefore, they are able to establish a positive and healthy relationship with her and her family members. The childminder is developing her understanding of the EYFS but, although she observes and assesses children's development, her findings are not recorded sufficiently clearly to plan their next steps in learning. Consequently, children's individual learning needs are not always met through ensuring they are sufficiently challenged.

Children's communication skills are supported appropriately. They enjoy being with and talking to peers and adults while saying or repeating words. Sufficient opportunities are provided for children to develop their writing and mark-making skills. Regular routine activities such as singing nursery rhymes and listening to stories enhance children's communication skills. Children demonstrate good listening skills in group games. When listening to music, they know when to stop and when to clap. Children acquire an understanding of numbers through a suitable range of activities. They are encouraged to recognise shapes and numerals in books and on toys, and count everyday objects. Children take pleasure in counting spontaneously during play, such as working out how many legs a spider has.

Children have opportunities to use their imagination in music, dance and role play. There is a suitable range of arts and crafts, together with drawing, colouring and painting materials. They express their thoughts whilst making a rocket with empty toilet rolls, glue and coloured papers. Textures and sensory experiences, including hand printing, play dough and water play, support children's skills. Children develop their knowledge of the natural environment and react with pleasure when they see a cat in the garden. They take regular walks to the local park to feed the ducks, observe seasonal changes and collect leaves for making collages. Children acquire basic skills through operating toy computers, telephones and a variety of electronic toys to develop their understanding of how technology will help them in their everyday lives.

Children are helped to learn how to keep themselves fit. A suitable range of indoor physical activities contributes to a healthy lifestyle. Everyday they go for a walk in the area and regularly take part in physical play at their local park or pre-school settings. Meal and snack times are sociable, relaxed and enjoyable. Drinks are always readily accessible to children, although healthy options to promote their good health sufficiently, such as fresh fruits and vegetables, are rather limited at snack times. Children's packed lunches are stored and prepared safely. Children routinely follow hygiene practices such as washing hands after messy play and before eating. The childminder employs a positive and consistent approach to managing behaviour. Children behave well, demonstrating an understanding of the set boundaries and expectations within the home, responding positively to guidance from the childminder. They develop social skills through regularly meeting children at their local pre-school groups and children's centre. They appear to feel safe, and happily offer help to the childminder with small tasks such as tidying up toys.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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