

Inspection report for early years provision

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Inspection date	06/01/2010
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 was registered in 1997. She lives with her husband and three daughters, one of adult age and 15-year-old twins in a quiet road in a residential area of Wolverhampton. The back room, kitchen, veranda, hall, first floor bathroom/toilet are used for minding. There is a fully enclosed garden available for outside play. The family has two cats.

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 seven children, of whom three are in the early years age group. She walks or drives to local schools to take and collect children and regularly attends carer and toddler groups.

The childminder has a National Vocational Qualification at Level 4 in Childcare and Management and is a member of the local Childminding Network.

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 positive interactions 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 further the use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

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. She 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.

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. A regular two-way flow of information between the childminder and the parents, displayed photographs of the children involved in various activities and receipt of children's creative work effectively inform parents of children's daily routines and play activities and achievements. This contributes to their involvement in their children's care and learning. The childminder has already approached other provisions of the Early Years Foundation Stage which the children will be attending in the future, expressing her wish to share information about their learning in order to ensure continuity and consistency in their development.

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. Also, as a member of the local Childminding Network she receives regular visits from the early years coordinator to monitor and advise on current practice. The childminder reviews all 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 are cared for in a clean and hygienic environment that is organised well to meet the needs of the children. They are appropriately protected from illness and infection, and begin to understand and follow a healthy lifestyle. They enjoy planting, tending, harvesting and preparing vegetables at the setting as well as visiting an allotment where they see a variety of vegetables being grown. The childminder also employs health initiatives such as 'Change 4 Life' play packs to support children in their participation and understanding of diet and physical exercise as part of a healthy lifestyle. There are regular opportunities for active physical play in all weathers either in the garden or park and children walk to and from school.

Children enjoy their time with the childminder. There is a wide range of easily accessible and well-maintained toys to promote purposeful play. Their learning is supported well by colourful and informative posters and examples of children's work within the setting. 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 consolidate their knowledge of numbers and colours. Children show their knowledge of nursery rhymes as they spontaneously sing songs when rocking a play tiger to sleep. 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 enjoy mark-making and drawing, discussing and describing what they draw. They show an interest in writing their names to label their art work and do so with guidance from the childminder who then encourages them to recognise letters in their names. They competently create collage pictures using cotton wool to reflect the snowy view they have of

the garden . Children behave well; they maintain attention and concentrate well on their chosen activities, help tidy away toys and are becoming independent in dressing themselves. They have good opportunities to develop their social skills when playing with other children at toddler group which they attend regularly or when meeting up with other childminders. Children benefit from suitable outings to explore and begin to learn about the local environment as they visit the farm, hunt for insects under fallen logs and attend story time at the library.

The childminder is familiar with the children's interests and abilities and provides a range of play resources and activities to meet these. She is beginning to plan 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.

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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