

Inspection report for early years provision

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Inspection date	07/01/2010
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 1990. She lives with her partner in Wolverhampton, West Midlands. There are shops, schools and parks within walking distance. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. The family has a dog.

The childminder is registered to care for six children under eight years at any one time. She is currently caring for nine children of whom three are in the early years age group. All attend on a part-time basis. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from schools by car and regularly attends carer/toddler groups. She 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 are making steady progress in their learning and development because they enjoy their time with the childminder and she recognises their interests and individuality. She maintains a two-way flow of information with parents regarding children's care and learning, although the information gained from other provisions is not sufficient to ensure continuity in children's learning. The childminder has some knowledge of the Early Years Foundation Stage but planning is not always linked effectively to the early learning goals. Systems to monitor and evaluate practice, although in their infancy, are beginning to provide a sound basis to securing better outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain records of risk assessments, clearly stating when they were carried out, date of review and any action taken following a review or incident (Documentation). 04/02/2010

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

- develop further knowledge and understanding of the Early Years Foundation Stage learning and development requirements so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning

- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

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 an adequate understanding of the Local Safeguarding Children Board's policies and procedures. She knows of her responsibility to ensure that all people living in the house, or those nominated as assistants, are made known to Ofsted and are appropriately vetted. Children are kept safe because of the childminder's use of safety equipment and her awareness of potential hazards to manage risks to the children. She undertakes risk assessments to identify hazards within the setting and when she takes children on outings to various locations. However, she does not maintain the required record of the risk assessment.

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, receipt of children's creative work, and activity leaflets from the various group-care settings attended, regularly inform parents of children's daily routines, play activities and achievements. This contributes to parents' involvement in their children's care and learning. The childminder shares general information with other providers of the Early Years Foundation Stage which the children attend, but no information is exchanged about their learning in order to ensure continuity and consistency in their development.

The childminder has cared for young children at her home for many years. She has a sound knowledge of the underpinning principles of early years care and education and attends relevant training on subjects, such as first aid, and to increase her knowledge of safeguarding children in her care. The childminder has attended an introductory course on the Early Years Foundation Stage and, consequently, she has a basic knowledge and understanding of most aspects. She has begun to evaluate her practice and has successfully identified the main areas for improvement in her provision. For example she highlights the need to 'develop knowledge of the Early Years Foundation Stage; formalise assessment and planning and to improve organisation of paperwork'. She is committed to implementing improvements to her practice with support from the local authority. This demonstrates a positive outlook concerning continual improvement.

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

Children make steady progress, enjoy their play and are supported adequately in the childminder's home environment. She informally observes children as they play and identifies basic next steps in children's play and learning, and uses this to plan activities. However, these systems to assess and plan children's learning and

development are not fully linked to the expectations of the Early Years Foundation Stage.

Children are happy and settled with the childminder. They develop a sense of belonging and inclusion because the childminder and the environment are welcoming. Children demonstrate growing levels of confidence and self-esteem as they initiate their own play and confidently seek support from the childminder who spends time with them, showing interest in what they are doing and saying. This also supports their communication skills. The childminder introduces vocabulary and repeats words to them during play. She talks to them about their activities and encourages them to recall past experiences. Children confidently name colours and are beginning to name shapes and count objects as they play. A wide range of accessible resources and play opportunities offer children choices and promote independent, active learning. This creates an enabling environment for young children where they develop their own imaginative role play games with the toy cooker hob and play food, or dance to music playing on the children's television channel. They enjoy using mark-making materials to draw a colourful picture. Children make good use of the garden where, in addition to developing their physical skills riding on wheeled toys, they plant and tend vegetables. Children are taken to local toddler groups and the library on a regular basis, where they enjoy a wide range of play activities and learn to be part of a larger social group. This also helps to raise their awareness of the wider community.

Children are learning about the importance of good personal hygiene as they wash their hands after using the toilet and before they begin eating. Parents provide a packed lunch for their children. Children also partake of a range of healthy snacks of fruit or toast in preference to biscuits. They take part in cooking activities, following 'Recipes for Healthy Eating' and are learning about the importance of a good diet. Safety issues are highlighted to encourage children to learn how to recognise and respond to risks and dangers. For example, children learn to consider 'stranger danger' and how to use play equipment safely in play 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?	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	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises (Suitability and safety of premises and equipment) (Also applies to the voluntary part of the Childcare Register) 04/02/2010
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) (Also applies to the voluntary part of the Childcare Register). 04/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 04/02/2010
- take action as specified under the compulsory part of the Childcare Register (Arrangements for Safeguarding Children) 04/02/2010