

Inspection report for early years provision

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Inspection date	20/04/2010
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 1991. She lives with her partner, an adult daughter and four children aged from seven to 16 years in Penn, Wolverhampton. The whole of the ground floor is used for minding with additional toilet facilities on the first floor. There is a fully enclosed rear garden available for outside play. The family has a selection of pets including two dogs, a guinea pig, rabbit, tortoise and a budgerigar.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. There is currently one child on roll in this age group. Older children are also cared for and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy positive experiences in the care of the childminder who knows their individual needs well. This helps children make sound progress in their development and learning, supported by the childminder who liaises effectively with parents and carers to offer a family orientated environment. Documentation is in place to promote the safe and effective management of the provision. However, the risk assessment procedure is not fully effective in minimising some risks to children and the childminder has not yet implemented a process of evaluating the provision in order to identify and prioritise areas for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments are effective in identifying and minimising risks to children, covering anything with which they may come into contact (Suitable premises, environment and equipment; also applies to both parts of the Childcare Register)
- 14/05/2010

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

- explore ways of establishing a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved
- establish a culture of reflective practice and self-evaluation to identify

strengths in the provision and prioritise areas for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues supported by detailed policies and procedures that reflect Local Safeguarding Children Board guidance. This ensures that parents can be confident of the childminder's commitment to acting in the best interest of the child at all times should she have any concerns. In addition, the childminder ensures all adults who have contact with children are suitable and appropriately vetted. There are written risk assessments in place and the childminder conducts visual checks around the home on a daily basis. However, these are not wholly effective in identifying some hazards and thereby fail to minimise risks to children. For example, cords from vertical blinds are within children's reach, as are toiletries in the bathroom. The storage of portable gas bottles in the garden is another potential hazard.

Play opportunities are enhanced as resources, time and space are used positively and this creates an atmosphere that is conducive to both learning and having fun. A varied range of resources is available to children and these are suitably presented and safely stored. Currently, no children with special educational needs and/or disabilities attend the setting. However, the childminder demonstrates a positive attitude towards ensuring that all children are fully included.

The childminder values the role of parents and continually encourages them to share what they know about their child. The childminder feeds back verbally on a daily basis to parents about their children's day. The information given to parents is basic with regard to children's care, enjoyment and general achievements and the childminder is endeavouring to develop the observation and assessment process to link more clearly to the areas of development and learning. The childminder cares for children who attend other early years settings. However, she has not yet explored ways of developing systems to ensure a two-way flow of information is shared about children's well-being and learning and development.

The childminder has attended relevant training in order to effectively implement the Early Years Foundation Stage. She holds a current first aid certificate ensuring that any minor accidents would be managed appropriately with all of the necessary parental consents in place for emergency medical treatment and the administration of any medication. The childminder has a limited awareness of the process of self-evaluation and its merit in identifying and prioritising further improvement in order to enhance outcomes for children.

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

Children are settled and very much part of the family activity in the childminder's home. They relate very positively with the childminder's own children and are

confident in the response they receive when seeking to engage the childminder in their play and activity. Children's characters and personalities are well-known to the childminder who is then able to offer activities that engage and interest them, using favourite resources and books confidently. Time spent by the childminder chatting and engaging in conversation with them results in very articulate children who confidently initiate discussions with their peers and other adults. Much hilarity is had when one child relates the questionable manners of a relative recalling that such behaviour is 'not polite'.

Using her many years as a childminder, the activities provided by the childminder assist in promoting their all-round development. Where a child is identified as achieving well, additional extension is offered to maintain interest and encourage critical thinking. For example, during a conversation about the favourite cake the children make with the childminder she encourages them to recall the ingredients, prompting their thinking by describing some of the ingredients rather than just telling them. She then uses good vocabulary to promote a child's ability to recall the 'liquid' ingredient used to 'bind' the mixture. This demonstrates her understanding of how children learn through experience and her commitment to having high expectations about how they learn and develop.

Children excitedly view their pictures on the computer, recognising their friends and members of the childminder's family with glee. Lots of giggles ensue as they spot a past dressing-up activity and point out the childminder who enthusiastically joined in. Where individual children are progressing well, the childminder discusses this with parents in order to involve them in the achievements and identify further resources that can be used. For instance, one child excitedly shows the number workbook which is freely accessed as part of everyday activities. The child confidently identifies individual numbers, colouring in the requested number of socks and completing simple addition and subtraction. The child is further supported effectively by the childminder in noting a number that is incorrectly named, linking it to asking the child to think about the number on the childminder's house.

Games of football and catching are enjoyed in the garden and children have ample opportunities for fresh air activities daily. Visits to a very broad selection of venues are organised for trips and outings encouraging children to become aware of the diversity of the world around them, their local community and the historical aspects of some sites. Children speak excitedly about visiting a park where they have to be careful and bring their torches as they clamber through the caves and climb some of the natural landscape. This helps children to develop a sense of their own safety and enjoying 'risky' activities with care. Their health and well-being is fostered appropriately as they understand about suitable hand washing routines particularly when coming into contact with some of the pets. Whilst most parents supply the children's main meals, healthy and nutritious snacks and ample drinks are offered with care taken for food storage to prevent spoilage.

Children's behaviour is managed appropriately as they are encouraged to take time to think about the consequences of their actions on others. They show care and consideration for each other and are gently reminded about good manners by the

childminder. This in turn results in children sharing this with some adults in their family reminding them about showing good manners too.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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:

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:

- take action as specified in the early years section of the report (Suitability of premises and equipment) 14/05/2010

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 in the early years section of the report (Suitability of premises and equipment) 14/05/2010