

Inspection report for early years provision

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Inspection date	09/02/2011
Inspector	Patricia Dawes
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and four children aged 12, 15, 17, and 19 years in a house in Wednesbury, West Midlands. The whole of the ground floor and one bedroom on the first floor are used for childminding purposes. There is a fully enclosed garden available for outside play.

This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently three children on roll in the early years age range.

The childminder is a member of the National Childminding Association (NCMA), attends local toddler groups and takes and collects children from local schools. She makes use of local facilities such as, parks, shops and the library. She also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. They are able to play in a safe, welcoming and inclusive environment. All relevant policies and procedures are in place however; some aspects of documentation are missing, such as information regarding legal contact and parental responsibility for the children. Effective partnerships have been established with parents and other settings to ensure children's individual needs are met and their welfare and learning is supported. Systems for evaluating the quality of the provision are in their early stages; however, the childminder is able to identify strengths and areas for improvement within the setting. She is keen to develop an inclusive approach that reflects on how her practice improves outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 11/02/2011

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

- provide resources that help children become aware of, explore and question

differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder is aware of her roles and responsibilities with regard to child protection issues. The childminder shares child protection good practice guidance and procedures with parents. Vetting procedures include all adults in the household undergoing Criminal Records Bureau checks to ensure they are suitable to have contact with children. The childminder ensures children are safe and secure both inside and outside the home. She undertakes risk assessments to identify hazards within the setting and when she takes children on outings to various locations. Regular fire drills are practised and evaluated, so that children know how to keep themselves safe in an emergency. Relevant policies and procedures are in place however; information regarding legal contact and parental responsibility for the children is missing.

The childminder is friendly and caring and this helps children to feel at ease and secure in the setting. Children are happy to play independently and the childminder is always close at hand to offer support. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. She promotes children's understanding about the wider society and diversity through allowing them to explore the local environment, however there are limited resources depicting diversity and ability, such as books, roles-play and small world figures. She makes good use of the space available in her home. Children can choose from the resources available to them and are able to direct their own play. She spends time with children interacting effectively in a natural and sensitive way, ensuring they are supported and able to explore the resources and activities available to them. Children enjoy a varied day, with regular outings to a local park, playgroups and the library. This helps children develop their social skills and confidence.

The childminder is welcoming to all children and their families; she establishes a good two-way flow of information with parents to ensure she meets children's individual requirements. Parents are provided with clear policies and daily discussions to share the activities and changing care needs of the children. The childminder has effective partnerships with other settings the children attend and this ensures a consistent approach. The process for obtaining relevant information regarding children's capabilities and stages of development from parents is in place. The childminder undertakes and records significant observation of the children during activities; however these are not always linked to the areas of learning within the Early Years Foundation Stage prompts to enable the childminder to plan the next steps in children's development and progress.

The childminder has completed a formal self-evaluation of her provision, and has a good understanding of her strengths and areas for improvement. She is committed

to improving her practice and has addressed recommendations from her previous inspection well. She has a vision for the future and plans to improve her knowledge and skills through further training to demonstrate her commitment to continuous improvement.

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

Children enjoy themselves and are happy in the environment. They demonstrate their independence as they move around the home selecting different toys and resources to play with. They readily seek comfort and reassurance and enjoy the childminder joining in with their play. The childminder provides a good range of activities to stimulate children's interest and support their learning and development. She demonstrates a sound awareness of where each child is at and how they learn. She records relevant observations of what children can do and occasionally provides a summary of what this means in terms of their achievements and progress, however this is not consistent.

Children are given good support to develop their communication skills through lots of chat during play. The childminder encourages and joins in with children's conversations, both in their home language and English, repeating some words for younger children to develop their language skills. She helps children as they identify items of shopping during role play, sort shapes as they play with building blocks or complete jigsaws. As a result, children make good progress in their communication, language and literacy and numeracy. Children enjoy looking at books, listening carefully to stories with no interruptions. They are actively involved in a variety of activities out of the home which help to promote children's knowledge and understanding of the world. For example, they go out daily on walks in the community, visit the park, library and other groups. They have regular opportunities for fresh air and exercise as they use the outdoor play equipment such as a trampoline or access bikes and climbing frames at playgroup. During the warmer weather children enjoy splashing in the paddling pool or playing in the sand. Children develop their small muscle skills as they use tools, for example, through art and craft activities producing some colourful art work. They also enjoy cooking activities where they learn to use the correct equipment to make chapattis.

Children's behaviour is suitably managed as the childminder uses appropriate methods and strategies. They are given praise and encouragement when they develop a new skill or try to do new things. She supports children's understanding of right and wrong, helping them to develop good self-esteem. They receive praise and recognition for their achievements and show respect for each other as they play. Children are effectively supported to learn about safety as the childminder gives clear explanations of why something is not safe. For example, picking up toys from the floor to avoid trips and falls. Children participate in activities that support their understanding of a healthy lifestyle. For example, they make choices in what they eat and drink as the childminder provides healthy options such as fresh fruit at snack time and drinks are freely available. They enjoy substantial

home-cooked meals a busy day at school.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
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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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