

Inspection report for early years provision

Unique reference number	255063
Inspection date	15/03/2011
Inspector	Adelaide Griffith
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2000. She lives with her husband and adult child in Rowley Regis. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage and both attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in their learning and development. On the whole, children's welfare is effectively safeguarded. The childminder has used the self-evaluation process competently to introduce changes that work positively for the children. She is keen to maintain continuous improvements and has plans to develop the provision further. The childminder works well with parents to support children's care and learning competently. The childminder provides well for the children who attend the setting.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 29/03/2011

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

- Review practice to maintain effective communication with other settings to ensure that there is continuity in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her responsibility to protect children and is well informed about procedures to be followed in the event of concerns. There is a good understanding of safeguarding and most policies are available. However, a written statement is not available in relation to complaints for the Childcare Register. Also, a risk assessment is not available for outings. Both are required in

regulation. Consequently, children's well-being is potentially compromised.

The childminder has a clear sense of purpose about what she wants to achieve for the children. She recognises her strengths, which are reflected in the provision of a highly effective service that meets the needs of children and their parents. The childminder consistently reviews her practice and makes changes to the planning to identify the most effective method to support children's learning and care. She is motivated to improve her childminding practice through ongoing training. The childminder demonstrates a strong capacity to maintain continuous improvements by addressing the recommendation from the last inspection competently. She has plans to improve the provision further by accessing higher education to enhance her knowledge of the early years sector for the benefit of the children.

The childminder works well with parents and this contributes effectively to children's care and learning. The childminder shares information daily about children's achievement and progress. Parents comment on the service offered and specifically make reference to the promotion of healthy eating and the wide range of activities. The childminder works less effectively in partnership with other professionals involved with children in her care. For example, although she makes contact with the local pre-school staff, arrangements are not yet introduced to discuss children's learning to fully promote continuity and progression.

The childminder knows the children well and meets their individual needs competently. They are at ease in the welcoming environment where they freely access a wide range of resources. These include a selection that helps children to learn about other cultures. The childminder makes selective use of television programmes to raise children's awareness of differences and disability effectively.

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

Children enjoy their time at the childminder's where they have ample opportunities for exploratory play. They confidently inform the childminder of their preferences for nursery rhymes and choose books, which she reads to them. They maintain concentration for a considerable period and contribute to the setting by replacing books after use. The childminder encourages play through participation. She patiently repeats encouragement for children to place bugs or balls at the top of the frame and to watch as they roll to the bottom. The childminder talks about high and low levels while children remain engrossed in their play. Children's sensory learning is promoted well as they play with resources that make a wide range of sounds and stimulate their vision with flashing lights.

Children are encouraged to recall their learning experience from the earlier part of the day. As they look at the television screen, the childminder makes links with the moving images of ducks, and children attempt to simulate the sounds of animals. Children's problem-solving skills are effectively promoted. The childminder talks them through the process of fitting bricks together and demonstrates how it is done. Children access the music box and select instruments which they shake or bang according to the function. Children's language skills are growing as the

childminder talks to them consistently and their vocabulary is developing well through repetition of some words. She raises their awareness of the resources by talking about the colour when they pick up different items. Mark making skills are encouraged as children choose paper and the childminder provides crayons for scribbling, which they do enthusiastically.

The childminder is committed to promoting children's learning and carries out frequent observations to note their developmental stage. The next step for learning is consistently included and used for planning for children individually. Children's achievements are well documented and records are available for sharing with parents. The childminder encourages children to develop self-help skills at meal times when they feed themselves to the best of their ability. Children are gaining a clear understanding of personal hygiene when their hands are wiped. They are well behaved as the childminder responds appropriately to requests and offers frequent rewards in the form of praise. Children are learning about the wider community through visits to the park. Physical play is well balanced with quiet activities, when children remain engrossed and enjoy what they are doing. The rich mix of activities provide children with opportunities to develop skills for the future as they progress towards the early learning goals.

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	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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 29/03/2011

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 compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 29/03/2011