

Inspection report for early years provision

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| Unique reference number | EY278968 |
| Inspection date | 08/08/2011 |
| Inspector | Catherine Sharkey |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2004. She lives with her husband and three teenage children in the Low Hill area of Wolverhampton. The whole ground floor of the house and the first floor bathroom are used for childminding. There is a fully enclosed garden for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of six children at any one time. There are currently two children attending who are in the early years age range and they attend on a part-time basis. The childminder also offers care to children over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She offers care between 9am and 6pm.

The childminder is a member of the National Childminding Association. She receives support from the local authority. She has a National Vocational Qualification at level 3 in childcare and education. The childminder employs two assistants to work with her.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a thorough knowledge of the early learning goals through written planning and in practice. The needs of all children are met as the childminder knows them well, which enables her to plan effectively for each child and help them to progress. The childminder is aware of the strengths and weaknesses of the provision, through a comprehensive self-evaluation process. She is constantly striving to improve the quality of the provision through further training and more effective use of resources. The childminder and her two assistants promote a warm, friendly, homely atmosphere where children are generally safe. Children are valued and maintain very good relationships with each other. This is a particular strength of the setting.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment covers anything with which a child may come into contact, with particular reference to the broken parts of the decking and steps in the garden.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the setting. The childminder discusses issues, such as road safety and the safe handling of scissors with them. Kitchen items

have been stored safely since the last inspection and the childminder now has a first aid certificate. A good safeguarding policy is understood by the childminder and she knows what to do in the event of any child protection concern. Her two assistants have valid Criminal Records Bureau checks in place. A small part of the outside decking has recently broken, but as children are supervised closely outside, this does not pose an immediate danger. The childminder and her assistants are knowledgeable about the Early Years Foundation Stage; they support children well through their conversations and encourage them to explore the resources independently. The toys and equipment are stored well so that children have access to them, enabling them to make choices and develop independence.

The childminder is aware of her strengths and weaknesses and is continually finding ways to improve the provision. Her obvious enthusiasm extends to her two assistants and shows in the way they involve children in worthwhile learning opportunities. The recommendations from the previous inspection have been fully addressed, resulting in a safer environment and a greater variety of resources to challenge all children. Regular self-evaluation has resulted in the provision of a safe, welcoming environment in which all children can achieve their full potential.

The childminder has good relationships with parents and carers, sharing information with them on a daily basis. They are kept well informed about their children's activities and routines at the setting and they share information on dietary or medical requirements when children first start. This shows the childminder knows children well and is able to meet their individual needs. Parents are involved in their children's learning and are able to continue to support them at home. The childminder has established good relationships with the local authority and other professional bodies. This helps her to keep up to date with current practice and receive help and support when necessary.

Although there are no children currently on roll who have special educational needs and/or disabilities, the childminder has procedures in place which would enable her to work with parents and external agencies to offer the appropriate support. The childminder and her assistants are good role models for the children and promote positive images of diversity in the resources available, such as a doll in a wheelchair, a guide dog and a doll with glasses.

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

Children feel safe and secure in the homely environment. They are happy to explore the resources and surroundings and are at ease with all the adults, who make sure they meet the individual needs of the children through their good relationships with parents and carers. The youngest children happily point to toys they want to play with, so that an adult can offer help to access them.

Children are offered healthy choices of fruit and yoghurt at meal and snack times. The children are used to the hand washing routine, which is in place to help them to establish good hygiene practice. They have fresh air in the garden or on trips to the park and shops every day. Children develop good physical skills using the

equipment in the local parks, which is suitable for all ages.

Children are making good progress towards the early learning goals because the childminder plans to meet their individual needs. She knows what they can do and plans what they need to do next in order to make progress. Children are developing independence, selecting their own resources and exploring textures and materials. The youngest children show enormous pleasure and delight in feeling the gloop on their hands and feet. This is echoed by the childminder who praises and encourages children in their learning, giving them the confidence to explore further. The childminder promotes good language and mathematical development through her conversations with children, using counting rhymes, mathematical language during a story or counting objects in the gloop. She asks questions to stimulate children's thinking in order to challenge them, and develops their physical skills through a variety of resources, such as the tunnel in the garden. Children's technological skills are sufficiently challenged through regular and effective use of laptops to access early learning websites, which the childminder helps them to use to promote their language and mathematical development.

Children's behaviour is very good. The childminder maintains a calm, happy atmosphere, giving children positive examples to build relationships. Children show they are happy and contented by settling easily and enjoying activities on their own or with each other. They respond well to the encouragement given to them by adults clapping and smiling. Children are relaxed and contented, which shows in the way they are happy to explore their surroundings and choose which toys to play with. They explore other cultures and beliefs through celebrating festivals and trying different foods. The childminder uses various books and resources to support these 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

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| 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

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| 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

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| 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

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| 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

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| 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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