

Inspection report for early years provision

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Inspection date	07/12/2011
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.

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Description of the childminding

The childminder has been registered since 2002 and lives with her husband and two children in Wednesfield near Wolverhampton. The whole of the ground floor of the property is used for childminding including toilet facilities. There is a fully enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years, two of whom may be in the early years age range. There is currently one child on roll in this age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder 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 generally settled and at ease in the childminder's care. They are making satisfactory progress in their development and learning as the childminder engages well to support them on a one-to-one-basis. Systems for observing and assessing children's progress are developing, although some areas of learning are not given equal attention. The childminder keeps parents informed of child's achievements on a daily basis. Parents share information with the childminder about individual routines and needs ensuring that each child can feel safe and secure. The childminder has started to evaluate the impact of her practice on children's progress, although this is in its infancy and is not sufficiently focused to bring about targeted improvement.

What steps need to be taken to improve provision further?

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

- review planning to ensure that all areas of learning and development are given equal importance to support children's progression with specific regard to problem solving and reasoning
- develop the system of observation and assessment of children's progress to clearly identify learning priorities and plan relevant and motivating learning experiences for each child
- support children's understanding of the wider world by expanding the range of resources to reflect diversity, enabling all children to learn to value different aspects of their own and other people's lives
- extend knowledge and skills in providing support for children with special educational needs and/or disabilities and working in partnership with others who may be involved in a child's development and learning
- review the process of self-evaluation to clearly build on strengths and identify and prioritise aspects for further development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a satisfactory understanding of her role with regard to protecting children in her care from abuse and neglect. She has drafted a brief policy that is shared with parents. All adults in the household have been vetted and the childminder is diligent in her supervision of children in her care. Detailed risk assessments are undertaken regularly to identify and minimise hazards to children both on and off the premises.

The childminder's home is well-maintained, secure and clean, offering children ample space to move around freely and settle to quieter activities as they wish. They have opportunities to make choices for themselves from the selection of resources that are presented at children's level. She is highly vigilant in protecting children from the risk of the spread of infection and follows robust routines that are shared with the children and any visitors. Minor accidents and illness are managed effectively to keep children comforted and safe with clear records maintained to keep parents fully informed. Parents are also informed of their child's progress as they have ready access to the development records and add their comments.

The childminder has no experience of caring for children with special educational needs and/or disabilities. She does understand the importance of seeking detailed information from parents in order to meet children's individual needs. The selection of resources and range of activities depicting positive images of diversity are limited. This hinders how children gain an awareness of differences in society, particularly regarding families where English is an additional language, or where speech and language skills are emerging or delayed.

The childminder has started to engage in a system of evaluating her practice although this is not rigorous enough to enable her to identify and prioritise key aspects for further improvement. Hence some areas of children's development and learning are not as well planned for as others. She demonstrates a satisfactory capacity to improve and has attended to some of the recommendations set at her previous inspection. For example, she has made the home more secure and now records all minor accidents to children.

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

Children's progress is being observed and assessed by the childminder. She is aware of the importance of linking their achievements with the development matters guidance and is beginning to reflect the next steps for each child. Whilst children are making appropriate progress in most aspects, the opportunities for them to develop skills in problem solving and reasoning are not fully reflected in

the planning or observations.

Children enjoy the interaction the childminder offers, joining in eagerly with favourite nursery rhymes and songs, such as 'wheels on the bus' as they copy the actions. The childminder then extends this play as musical instruments are offered and a child grabs the maracas to move rhythmically and enjoy the 'dancing'. Children have opportunities to dress up in some costumes depicting other cultures, although opportunities to extend this further are limited due to a lack of resources and more motivating activities. Children's social development is fostered as they enjoy close relationships with the childminder. She is planning to seek out some appropriate groups to extend opportunities for children to learn to share and play with other children. Children show sustained play with some suitable electronic resources, such as an alphabet and sounds toy. A child shows dexterity and skill in activating the various functions and is reluctant to store it away when the childminder prepares the child for a routine nap. The childminder adapts the routine to cater for the change in routine with regard to a visitor being present.

Children have regular opportunities to develop their physical skills as they visit a local park. They hone their confidence and abilities as they use large climbing apparatus, clamber over undulating equipment and landscapes and discover their footprints in the large sand play area. Parents comment positively in the children's development records about how they can see how much their children are growing both physically and socially. Whilst parents provide their children's meals and drinks, the childminder is aware of safe storage to prevent food spoilage. Children have drinks and snacks offered according to their needs and routines. Generally, children behave well, supported by the childminder who remains calm and sensitive to their changing moods and needs.

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

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