

Inspection report for early years provision

Unique reference number	EY291828
Inspection date	23/04/2012
Inspector	Susan Rogers
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 2012

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 registered in 2005. She lives with her husband and two children aged nine and 11 years in Wolverhampton, West Midlands. The whole ground floor of the property is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered on the Early years register and both the compulsory and voluntary parts of the Childcare register. The childminder supports children who speak English as an additional language. The childminder has one dog.

The childminder is registered to care for a maximum of five children. There are five children on roll, one of whom, is in the early years age group. The childminder is a member of the National Childminding Association and is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well-supported by a caring and knowledgeable childminder which ensures they make good progress. Their progress is tracked through well-presented assessments, enabling their individual needs to be closely met. Partnerships with parents and additional agencies are established and promote good continuity for children's care and learning. Most of the policies and procedures are effective in ensuring children's safety, although, some risk assessments are not fully effective. There is a self-evaluation in place that measures the effectiveness of the setting, demonstrating that there is good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis with reference to the garden pool and trampoline (Suitable premises, environment and equipment).
- 07/05/2012

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

- create a stimulating outdoor environment that offers a range of activities which will encourage children's interest and curiosity.

The effectiveness of leadership and management of the early years provision

There are good safeguarding arrangements in place. The childminder has an effective understanding of how to respond if there are concerns regarding a child in her care. Policies and procedures are shared with parents so they appreciate the childminders legal responsibilities. Children's safety is assured as all adult members of the household are promptly vetted. The childminder updates her training on a regular basis, which maintains her skills and suitability.

Children are supervised well while they play. The childminder remains in close proximity to them ensuring their feelings of safety and providing support while they play and learn. The risk assessments are completed regularly. These, however, do not identify some aspects of the environment that need to be checked on a regular basis and include the trampoline and fish pond. This is a breach of the Welfare Requirements. Partnerships with parents are effective as parents are very much included during their child's settling in period, making sure they enjoy continuity of care. Details of their starting points are recorded and their progress is regularly shared with their parents. Children who speak English as an additional language have good care as the childminder is able to communicate in additional languages. Children are supported as they transfer from mainstream school to the childminder's care through exchanges of information. A good range of resources and toys are readily available indoors, promoting learning opportunities. The premises are well-suited to children's needs with all of the ground floor rooms being made available for childminding. However, the environment outdoors has not been fully explored to create a range of activities.

All children are included in the measurement of the settings effectiveness through diaries they complete and discussions with the childminder this enables children to plan their own activities so their learning follows their preferences. This system enables the childminder to closely assess and respond to children's needs driving forward improvements.

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

Children learn effectively as they are ably supported by a caring childminder. Children's play is well supported as the childminder makes sure she stays in close proximity and works with them at their level. This encourages children to feel safe and enjoy individual support as they learn. Children's learning is recorded individually, matching against areas of learning and this information is used to plan the next steps in their learning.

Children use mathematical language as they play and explore. This helps them make sense of their environment and effectively problem solve. They enjoy using construction equipment as children successfully piece together a train track and decide which end of the magnetic train can be attached. Jigsaws are greatly enjoyed by children. The childminder supports children as they search for pieces

and patiently put these together. She has good knowledge of the abilities of the children she cares for and adapts her support so that children are both challenged and supported. This creates a sense of belonging and achievement for children as they discover they can complete difficult tasks. Children experiment with different ways of using equipment as they use train track to make towers experimenting with ways of laying the pieces on top of each other so the structure is stronger and taller. Children enjoy learning new words and extending their communication skills. Activities that support these skills are sensitively provided by the childminder, who listens to children and carefully extends their existing knowledge and skills. They have ready access to drinks, water and enjoy food and snacks that encourage their understanding of healthy eating.

Children learn about the world around them during visits to the local parks where they observe the habitats of plants and insects. Children behave well and take responsibility in the setting by clearing away toys when it is time to go home. This promotes their independence and sense of belonging. Parents are regularly consulted regarding their child's progress and their preferences are considered as children's activities are planned. Older children are closely involved in the planning of their own activities. Their individual diaries allows them to evaluate and offer suggestions regarding activities they prefer. Visits to the park enable children to extend their physical skills as they use the larger climbing equipment and enjoy using the open spaces. There are currently no children attending who have special educational needs and/or disabilities. However, the childminder is fully aware of the importance of working closely with parents and outside agencies to support children's welfare and development so an inclusive environment is provided.

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
--	---

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:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----