

Inspection report for early years provision

Unique reference number	EY427911
Inspection date	24/04/2012
Inspector	Jacqueline Nation
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.

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 2011. She lives with her husband and two children aged 11 and 15 years. They live in Wolverhampton within walking distance of local amenities, such as schools, parks and library. Most of the ground floor of the premises are used for childminding purposes. This includes a dedicated playroom and access to bathroom facilities. A bedroom on the first floor is used for sleep purposes as the childminder is registered to provide overnight care for one child. There is a fully enclosed garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time. She currently has one child on roll who is in the early years age range. The childminder holds a recognised childcare qualification. She is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending this welcoming family home where they make sound progress in their learning and development. The childminder fosters positive relationships with parents and others to ensure continuity of care and learning. Inclusive practice is given appropriate attention to ensure children's individual needs are met. Most of the required documentation is in place to ensure children's overall well-being is supported. While the childminder has not formally evaluated her childcare provision, she demonstrates an understanding of her strengths and areas requiring development to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 08/05/2012
- provide information for parents on the complaints procedure so that any concerns regarding children's welfare are effectively promoted (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 08/05/2012

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

- ensure that the educational programme provides a balance of opportunities to support children's development across all of the areas of learning
- develop further the quality improvement processes to monitor and evaluate the strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding is given satisfactory attention as the childminder demonstrates a sound understanding of her duty to record and refer any concerns. She has all the information available to take the appropriate action in the event of a concern about a child in her care and has procedures in place regarding allegations. Children are cared for in a safe and secure environment. Some safety equipment is in place to minimise potential risks to children, for example, socket covers and a fireguard. The childminder carries out informal risk assessments, however, these checks are not formally recorded in order for them to be effectively reviewed. The required smoke detection and control equipment is in place and the childminder is clear about the emergency evacuation procedures. Documentation to support the care and well-being of children is in place. These include systems to record the children's hours of attendance, medication and accidents.

Children benefit from being cared for by a friendly and welcoming childminder. It is evident that children are developing a warm and trusting relationship with her through positive interactions. This helps children to feel secure and develop a sense of belonging. The childminder works closely with parents from the outset, gathering key information about their child's individual needs, daily routines and parents' preferences. She exchanges information with parents each day keeping them informed about their child's care routine, meals and achievements. The childminder has devised a range of policies which explain how the provision operates. However, parents are not provided with information about the complaints procedure so that any concerns regarding children's welfare are effectively promoted.

Children have access to a variety of age-appropriate resources in the dedicated playroom and they have plenty of space to move around freely. They are happy to explore the toys available in their own time and the childminder is always close at hand to offer support and help develop their play. The childminder has a positive attitude to inclusion and understands the value of working with other professionals when the need arises to ensure she is meeting children's particular needs. Children are helped to gain an understanding of the wider world through planned activities linked to different festivals, such as Easter and Diwali. The childminder has not yet cared for any children who also attend other early years provision. However, she has a secure understanding of the importance of partnership working to support children's continuity of care.

The childminder demonstrates a commitment to developing her provision and is clear about the strengths of the setting and areas she would like to improve.

However, the use of self-evaluation has yet to be fully implemented to ensure continuous improvement is maintained to support improved outcomes for children.

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

Children are content and settled in the childminder's care. The childminder provides an appropriate range of learning opportunities to support children's enjoyment and achievement. As a result, they are making satisfactory progress within the Early Years Foundation Stage. The childminder has developed a system to observe and assess children's progress although this is in the early stages. Therefore, the educational programme does not consistently provide a balance of opportunities to support children's development across all of the areas of learning.

The childminder understands how children learn and how to enhance aspects of their development. For example, with younger children there is a focus on personal, social and emotional development, developing their communication skills and promoting their physical development by encouraging them to walk. There are opportunities for children to spend time in the garden where they can play in sand and water, bounce on the trampoline and play with balls. There are local parks where children can play on more challenging equipment which helps them to practise and refine their climbing skills and develop confidence. The childminder promotes children's communication skills as they look at picture books together and sing nursery rhymes. Children have opportunities to practise their mark-making skills; they like painting and drawing. Children's creativity is suitably fostered and they participate in a range of art and craft activities and make cards for special occasions. The childminder encourages children's understanding of numbers and problem solving. As they play she counts the number of blocks, helps them complete puzzles and fit shapes into the shape sorter. Children can use their imagination in the play kitchen and build models with a range of construction bricks. Children thoroughly enjoy exploring electronic toys where they can work out how they operate by pressing buttons and how this makes a musical sound. Overall, children have sound learning opportunities to help them develop skills for the future.

The childminder demonstrates a positive approach to managing children's behaviour. Good behaviour is promoted through discussions based on each child's level of understanding and maturity. The childminder gives children plenty of praise and hugs for their achievements to help build their confidence and self-esteem. Suitable procedures are in place to prevent the spread of infection and children follow appropriate hygiene routines during the day. Children's welfare needs are supported as the childminder has systems in place if a child has an accident or becomes ill while at the setting. The childminder holds a current first aid certificate and can respond appropriately in the event of an emergency. Children's dietary needs are met and details of any allergies or specific needs are discussed with parents and recorded. Currently, parents provide all meals to meet their child's daily needs. The childminder ensures children have regular drinks so

that they remain hydrated throughout the day.

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	3

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	3
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:

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:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 08/05/2012
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (this also applies to the voluntary part of the Childcare Register). 08/05/2012

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 early years section of the report (Procedures for dealing with complaints) 08/05/2012
- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children). 08/05/2012