

Inspection report for early years provision

Unique reference number	255374
Inspection date	25/01/2011
Inspector	Kashma Patel

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 was registered in 1985 and lives with her partner in Walsall. Children have access to the whole of the ground floor which includes a quiet room, a fully equipped playroom, the kitchen, IT and pet area, toilet and conservatory. There is a fully enclosed garden for outside play. Access can be gained via two steps at the front of the home. The family have two cats, two rabbits and one fish.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under eight years on a part-time basis. The childminder also cares for children over five years old. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is an active member of several local playgroups. She has completed training for a National Vocational Qualification at Level 3 in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well-cared for in a well-organised environment where their individual needs are met. This enables them to make good progress in all areas of their learning and development. Good procedures are in place to promote children's safety and welfare. Well established partnerships are in place between parents and other agencies which ensure children's individual needs are met. Effective systems for improvement are in place to help identify further areas for development. This demonstrates the childminder's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in a child's developmental progress to ensure each child receives appropriate support
- develop opportunities for extending children's learning at home.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of the Local Safeguarding Children Board procedures and signs and symptoms of abuse. This enables her to protect children from harm or neglect. All adults within the home have undergone effective vetting procedures. A good range of comprehensive policies and procedures are

shared with parents to ensure they are kept well-informed of the practice. Detailed risk assessments are in place and the childminder carries out daily safety checks both around the home and when on outings to the park. She also checks the park for any hazards before children access the play area. This helps to minimise potential risks.

Good quality toys, equipment and resources are stored at a low level so that the children can exercise their own independent choice and decision making throughout the day. Children's records are well-maintained and contain all the required information for their health and safety. They are made available for inspection and kept in a secure place. There are effective procedures in place to support children with special educational needs and/or disabilities. A positive commitment to equality and diversity is demonstrated by the childminder who promotes equal opportunities through meeting children's individual needs well.

Good systems for reflection and self-evaluation are in place, which improves outcomes for children. Daily discussions and questionnaires are used to explore both children and parents views. For example, the childminder uses the daily communication book to support parents who are deaf.

Parents are well-informed about their children's care and learning. Daily verbal and written information ensures that communication is effective to support children's progress. Children do not attend other settings, however, the childminder is aware of establishing good links with other carers to promote continuity of care and learning. The childminder encourages parents to support their children at home. However, a system to regularly support them is not in place. As result, children are not able to continue their progress at home.

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

Children access a well-presented learning environment where they enjoy a good range of stimulating activities and opportunities, both indoors and outdoors. This enables them to make good progress across all areas of learning and development. The childminder collects information on children's interests and their starting points to help her plan. Regular observations also help to identify what children need to do next. However, this information is not always used for the next step in children's learning and to complete assessments. This means that there may be some gaps in the programme for education.

Children have good opportunities develop their independence. For example, they help themselves to toys which are stored at their level to promote choice. They enjoy role play activities where they wear hats, scarves and long dresses which promotes their imagination. Through a wide range of media, such as, play dough and paint children are able to express their ideas and feelings. They enjoy mark making with chalks on the patio and use pencils and crayons to draw and colour in pictures. Good use is made of labels. For example, all toy boxes have bold labels

which help children to recognise letters of the alphabet. Resources, such as, puzzles and books reinforce children's awareness of letters and help to develop their vocabulary. Babies attempt to communicate through babbling, squealing and smiling. They enjoy the childminder's attention and being with older children. Children learn about numbers during routines. For example, at snack time they count up the fruit and also cut them into pieces which develops their understanding of mathematical language. They talk about the colours and textures of different fruits. Skills for the future develop as children use the camera to take pictures and the computer to print them. Children access a good range of equipment to develop their physical skills. For example, in the park older children like to play in the pirate ship using ropes to climb with, whilst younger children feed the ducks.

Children have good opportunities to learn about diversity and the wider community. A good selection of resources, such as, books, dolls and small world toys depict positive images of diversity which help children to understand and respect other cultures. Fire drills are practised regularly and the childminder talks to children about road safety when on outings in the community. This means that children effectively learn what to do in an emergency and begin to take some responsibility for their safety. Positive behaviour is encouraged through consistent praise, encouragement and rewards.

Children enjoy a balanced and healthy diet which meets their individual cultural requirements. The childminder provides healthy snacks and meals which consist of fresh fruit and vegetables. The childminder also provides all her own baby food during the course of weening after discussion with parents. Drinks are made accessible to ensure children do not get thirsty during the day. Children understand the importance of hand washing before food and after stroking pets which promotes their hygiene. Appropriate nappy changing routines are in place to protect children from the risk of cross-infection.

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
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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

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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

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