

Inspection report for early years provision

Unique reference number	251892
Inspection date	01/10/2009
Inspector	Mary Anne Henderson
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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1995. She lives in a house in Wolverhampton with her 20 year old daughter who is currently away at university. The childminder is registered on the Early Years Register to care for five children and is currently caring for six children within the early years age group, all of whom attend for various sessions throughout the week. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

All downstairs areas of the house and the upstairs bathroom are used for childminding and there is an enclosed outdoor play area. The family have pet rabbits. The childminder is able to take and collect children from local schools. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and caring environment for children and their parents. She liaises with the parents to ensure consistency and that the children's welfare is maintained. The childminder has an understanding of, and at times liaises with, other providers of the Early Years Foundation Stage (EYFS) thereby ensuring inclusion. There are good systems in place to evaluate the provision which includes input from the children and their parents. The childminder shows a strong commitment to improving her practice on an ongoing basis.

What steps need to be taken to improve provision further?

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

- ensure details about children's next steps in their development are comprehensive for all children on roll
- ensure the risk assessment records for outings are comprehensive and fully detailed.

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision is good. There are strong relationships between the childminder and the parents. This promotes inclusion for all children on roll. The children are protected because the childminder has a sound understanding of the safeguarding policies and procedures of the setting and how to ensure children are protected. Risk assessments include areas, equipment and toys and outings involving the children. However, the records of risk assessment with regard to outings are not always comprehensive and detailed.

There are good systems in place with regard to self-evaluation of the provision which includes input from the children and their parents. The systems in place also include the identification of the setting's strengths and areas for further improvement on an ongoing basis. Improvement following the last inspection ensures children's welfare is maintained. The childminder has an understanding of the need to liaise with other settings providing for the children in the EYFS. Parents are kept informed about their child's ongoing progression in their learning and development. However, the records do not always show comprehensive details of children's next steps in their learning and development. Parents have their own copies of the policies and procedures of the setting.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy regular visits to places of interest including the zoo and the local nature reserve where they look at the wildlife and plants and feed the ducks. They also enjoy visits to the local park where they use a range of climbing and balance equipment to extend their physical development. Older more able children enjoy using the zip wire under close supervision of the childminder. Children's physical development is further developed as they play in the garden, riding their trikes and using the swings and slides. The children enjoy visiting the museum to look at artefacts and paintings. On return to the setting they talk about what they see and paint their own pictures to hang on the wall. The children also enjoy visiting venues to look at the pigs and ducks and talk about their habitats.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, they know to wash their hands after using the toilet and before eating and do so independently. Children talk about the benefits of physical activity and also talk about which foods are good and not so good for them. Generally, the parents provide children's meals. The childminder provides a good range of fruits for snack time and drinks of water and milk throughout the day. Children are beginning to recognise the importance of staying safe. They learn the Green Cross Code under close supervision of the childminder during outings. They are also involved in the fire evaluation procedures of the setting. The children show they feel safe as they enjoy the company of their peers and the childminder. They smile and gesture to the childminder when they need assistance and enjoy praise and receiving stickers for good behaviour. Children's sense of belonging is well fostered because their art work is displayed for them around the play room walls. The children enjoy the company of other children and adults as they socialize with other childminders and their minded children.

The children are beginning to explore problem solving and numbers. They count how many red cars they see on the way to school and look at house numbers and street names. Their skills in problem solving are further developed as they build blocks and put puzzles together. Also, the children further their problem solving skills through the use of computers and small table top computers and push-button, battery operated toys. While using computers, the children use the

programmes to find out the missing object, recognise colour and shape and count the pictures on the screen. This also develops their imagination and supports their language and communications skills. The children enjoy reading a range of story and reference books and enjoy visits to the library. They also enjoy relaxing while the childminder reads them a story during quiet times.

The children enjoy using a range of tools to develop their small muscle movements. This includes painting with brushes and colouring in using crayons and pencils. The children also enjoy using dough cutters and rollers. Children's creative development is well fostered because they enjoy dressing up, using construction toys and pushing the Thomas the tank engine trains around the floor.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy playing with a range of resources that reflect positive images of diversity including dolls and small world people depicting various cultures and people with disabilities. They also enjoy reading books and reference books about people from around the world. The children explore a range of festivals including Chinese New Year. During the festival the children make paper dragons with paper and sticks. They also draw round their hand and colour these in during Diwali.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	-----