

Inspection report for early years provision

Unique reference number	EY357226
Inspection date	03/11/2008
Inspector	Jasvinder Kaur
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2007. She lives with her adult daughter in a house in Wolverhampton, West Midlands. The whole of the ground floor of the childminder's house is used for childminding. Although the premises are easily accessible, they may not be suitable for children with mobility issues as the toilet is located on the first floor.

There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for three children on the Early Years Register and three children on the compulsory part of the Childcare Register. Currently there are three children on roll on the Early Years Register and one on the Childcare Register. They all attend on a part-time basis.

The family has two cats. The childminder is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage. Children are treated as individuals. The childminder works closely with parents and other professionals to ensure that specific needs are met. Children share warm, friendly relationships with the childminder and their peers. The setting is well organised to enable all children to participate in activities. The childminder is developing her understanding of the Early Years Foundation Stage. Although she observes and assesses children's development, her findings are not always used to plan their next steps in learning. The childminder takes appropriate actions to provide a quality service to all children. However, there are areas which need to be improved to enhance children's safety and welfare.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of Early Years Foundation Stage and improve the procedure for keeping records of observation and assessment to identify children's learning priorities and plan their next steps
- take reasonable steps to minimise hazards to children, with particular reference to access to kitchen, gas fire and electric sockets
- continue to develop knowledge and understanding of behaviour management techniques to deal with a wide range of children's behaviour.

The leadership and management of the early years provision

Children's care is promoted well as the childminder continues to update her professional skills by attending training and workshop sessions. For example, recently she has completed first aid, child protection and food hygiene courses and has attended workshops on The Early Years Foundation Stage. The childminder has implemented a robust system to monitor and evaluate her practice to ensure that improvements are made where necessary. For example, all policies and procedures are under continual review and information is shared with parents. The complaint procedure and children's records are well maintained and readily available for inspection and for parents.

Information is exchanged with parents about their child at admission and on an ongoing basis. Children's progress towards the early learning goals is shared with parents verbally on a daily basis and through documentation. This contributes to parents becoming involved in their children's progress.

Children are protected from harm or neglect as the childminder has a good understanding of the signs and symptoms of abuse and Local Safeguarding Children's Board's procedures. She has detailed written information about what to do if she has any concerns about a child in her care. The childminder has suitable arrangements to protect children and has undertaken relevant vetting procedures for her family members. This ensures they are suitable to have regular contact with children, which further promotes children's safety. The childminder carries out daily safety checks around the home to eliminate risks. However, access is not always prevented to the kitchen, gas fire and electric sockets. This compromises children's safety. Children are protected from the spread of infection because there is a procedure in place to exclude any children with infectious illnesses.

The quality and standards of the early years provision

The childminder promotes children's welfare, learning and development. She helps children to make progress towards the early learning goals. She works in partnership with parents and recognises the uniqueness of each child through long-term contact, though the system of recording their individual learning and development is not optimum. There is a good range of well maintained resources which are used appropriately to interest children and to aid learning. The childminder puts the emphasis on free play so that children can enjoy themselves and can relax. A good selection of books is readily accessible to them. Children are encouraged to write for different purposes. Sufficient resources are provided to develop their creative, communication and technology skills. Children extend their mathematical and language abilities through the encouragement of the childminder and suitable opportunities. A variety of themed activities is planned to supplement children's learning and knowledge of the environment, including trips to the sea life centre, fire works display and various supermarkets. This means children's development is promoted appropriately by providing stimulating activities.

Children are helped to learn how to keep themselves fit. They enjoy a good range of both indoor and outdoor physical activities that contribute to a healthy lifestyle. They enjoy water play, dancing to music and regular trips to their local park. This ensures they understand the benefit of exercise. Children enjoy their packed

lunches, and nourishing options such as fresh fruits and vegetables are offered at snack times. As a result children gain understanding of the value of good nutrition. Drinks are readily available throughout the session.

Children feel secure, as the childminder adapts her plans for learning and care to take account of their starting points and likes and dislikes through consultation with parents. They enjoy being with and talking to adults and peers. Children are generally happy, as the childminder adopts a mostly positive approach to the management of behaviour. They are praised for behaving well and for trying new challenges in a safe and supportive environment. However, she is not always able to establish clear boundaries of behaviour to help children to learn right from wrong successfully. Children develop their knowledge and understanding of the wider world through an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. Children are learning to keep themselves safe through practical daily routines and the childminder's guidance. They are also fully involved in emergency escape procedures.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.