

Inspection report for early years provision

Unique reference number	EY357836
Inspection date	10/03/2011
Inspector	Karen Cooper
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 has been registered since 2007. She lives with her husband and three children aged 18, 14 and six years in Fordhouses, Wolverhampton. The location is convenient for schools, shops and park. The ground floor and the first floor bathroom and front small bedroom are used for childminding.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending, all of whom who are within the early years age range and attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from the local school. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. She observes children's achievements and uses this information effectively to plan a variety of stimulating activities to help children make progress in their learning and development. The childminder keeps parents well informed about their child's daily routine and activities and obtains relevant information with regards to their individual needs. Policies are regularly reviewed and documentation is stored appropriately to maintain confidentiality. However, some procedures are not sufficiently robust to ensure children's safety and well-being. The childminder is committed to improving and developing her service.

What steps need to be taken to improve provision further?

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

- make sure Ofsted is notified of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children (Suitable people) 24/03/2011
- make sure all reasonable steps are taken to ensure that hazards to children are kept to a minimum, this specifically refers to low-level glass panels. (Suitable premises, environment and equipment). 24/03/2011

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

- develop further the range of resources to promote children's understanding of the wider world, with particular regard to disabilities
- develop the processes for evaluating the quality of the practice in order to identify strengths and prioritise areas for improvement
- develop further the record of risk assessment to include all outings.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder is aware of her responsibility to refer any concerns she may have about a child in her care. She has all the necessary information to be able to take the appropriate action if necessary. There are clear and robust vetting procedures in place to ensure children are cared for by suitable adults. However, the childminder failed to notify the regulator of a significant event within 14 days of the event occurring to ensure children's safety is fully protected. Children are cared for in a welcoming and stimulating environment and have access to a variety of toys and resources, which they are able to select independently. A written risk assessment has been carried out on all parts of the property and the childminder conducts daily checks on her home. However, the record does not include each specific outing and low-level glass door panels are not safe which could possibly impact on children's safety.

The childminder is calm, patient, caring and a good role model for children. As a consequence, children are at ease with her and positive, warm and affectionate relationships between the childminder and children are evident. The childminder regularly reflects on the service that she provides and has completed training for first aid, food hygiene and child protection. However, she has not implemented a system for evaluating the strengths and areas for improvement of the provision. The childminder is welcoming to all children and their families and there are clear systems in place to gather information from parents regarding children's individual needs. The childminder establishes a good two-way flow of information with parents to ensure they are fully informed of their child's progress and care. Parents are provided with a variety of clear policies covering all aspects of the childminding service. The childminder is methodical in her approach to paper work and as result, children's records and documentation is well-organised and stored appropriately to ensure confidentiality is maintained. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children and has formed positive links with the local school, pre-school and other childminders.

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

Children are happy, settled and benefit from an environment which is well-organised to enable them to make choices about their play and develop their independence. Most toys are placed at low-level in the playroom and arranged so that children can develop their skills and have fun. The childminder's knowledge of each child's personal preferences ensures that their individual needs and routines are well met. She clearly demonstrates that she knows the children well and plans a range of interesting activities, ensuring there is a good balance between adult-led and child-initiated activities. The childminder regularly undertakes observational assessments of the children's progress and development to ensure that they make progress in all areas of learning. Photographic evidence and samples of children's work is well presented in individual folders and shared with parents on a regular basis. The childminder encourages children to be considerate of others, share and take turns. She aims to ensure that children always feel good about themselves by praising them for their behaviour and efforts.

Children are provided with a broad range of stimulating opportunities to investigate, explore their environment and learn through hands-on experiences. They enjoy playing with musical instruments and equipment which they use with gusto. They have planted sunflowers seeds and watched them grow and love joining in with craft activities, such as sponge painting, baking and collage. Children have access to plenty of books to help develop their early reading skills and are provided with many opportunities to develop their simple mark making abilities. Children are encouraged to improve their simple problem solving skills through daily activities. For example, they count the crayons, figures, bricks and regularly join in with number rhymes. Children are learning to respect each other and have access to a variety of resources that provide positive images of other cultures including books, dolls and worksheets. However, resources are limited with regard to helping raise children's awareness of people with disabilities. Children benefit from a range of activities outside the childminders home. They regularly visit the local library and park and walk to the canal to feed the ducks.

Children are beginning to learn how to keep themselves safe. For example, the childminder talks to them about fire evacuation and has started to practise this with them to ensure they know what to do in an emergency. Children are well cared for if they have an accident and effective procedures are in place to protect them from illness and infection, which are shared with parents. Children know when to wash their hands and have access to individual towels to ensure the risk of cross-contamination is reduced. Children are offered a range of healthy snacks which help raise their awareness of healthy eating and food provided by parents is stored appropriately. The childminder is aware of each child's individual dietary needs and ensures these are met.

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	2
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	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	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	2
The extent to which children feel safe	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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