

Inspection report for early years provision

Unique reference number	EY296371
Inspection date	01/12/2008
Inspector	Christine Holmes
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2004. She lives with her partner and two children aged eight and five years in a residential area in Tamworth, Staffordshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The family has one dog

The childminder is registered to care for five children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), children attend on a full and part-time basis. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The premises are accessed via a step into the hall. The childminder is a member of the National Childminding Association and has a child care qualification.

Overall effectiveness of the early years provision

Children experience warm and inclusive relationships with the childminder which help them to feel secure and very settled in the setting. They are kept safe and their good health is promoted well. They generally make sound progress in their learning and development, although this is hindered by weaknesses in systems for planning and assessment, organisation of the learning environment and partnership with parents and other settings. The childminder is committed to improving practice for the children in her care but systems to self-evaluate are not yet effective enough to secure ongoing improvements.

What steps need to be taken to improve provision further?

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

- support and develop children's learning by making resources more accessible for children
- continue to use the Ofsted self-evaluation form as the basis of ongoing interval review, assessing what the setting offers against the robust and challenging quality criteria
- draw on the full range of quality improvement tools available, for example, Letters and Sounds Principles and Practice of High Quality Phonics; Babies' Effective Early Learning

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

- use observations and assessments of each child's achievements, interests and learning styles to identify

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learning priorities and plan relevant learning experiences for each child in partnership with parents and other providers (Learning and development Assessment arrangements).

The leadership and management of the early years provision

Children are kept safe and their health needs are well met because the childminder maintains records, policies and procedures required for the safe and efficient management of the setting. Children are well protected from harm and abuse because the childminder is knowledgeable about safeguarding guidelines and procedures. She recognises different signs of possible abuse and she is aware of how to record and report any concerns she may have. Various written policies are in place that support the childminder's practice. She builds sound relationships with parents and keeps them well informed about her setting, their child's well-being and what they have been doing.

The childminder strives for improvement. She has gained a National Vocational Qualification Level 3 and attends many training workshops, although she is not yet drawing upon the full range of resources available to her to fully support children's learning and development. Recommendations from the last inspection have been met but the childminder's current self-evaluation lacks a clear focus for future developments.

The childminder provides a caring welcome environment that includes a dedicated playroom. Resources are plentiful but they are not organised to ensure children are able to access them independently which limits the potential for learning. The childminder has begun to make some observations of what children can do. However, she has not yet fully developed systems to identify learning priorities and plan relevant learning experiences for each child in partnership with parents and other providers to ensure progression and continuity of learning for every child.

The quality and standards of the early years provision

Children's health is promoted well. They receive healthy choices of food such as fruit for a snack, they are able to get outside each day in the fresh air and their daily routines include learning about simple personal hygiene. Children are kept appropriately safe in the setting because the childminder maintains a risk assessment to manage any hazards or risks to the children. Children are supported appropriately to behave well. They are beginning to learn about keeping themselves safe when walking outdoors and they take part in tidying up the environment. They are learning to share and take turns, they are developing early friendships with other children and they respond positively to the childminders gentle reminders, distraction and redirection.

Children are happy in the setting and enjoy exploring a wide range of activities and resources that the childminder sets out for them. Opportunities exist for the

children to paint, draw and make collages which helps them develop their creative skills. Songs and rhymes and stories are included in daily routine to promote language and communication. The childminder uses resources such as jigsaws, shape sorters and bricks to encourage the children to take turns and problem solve and learn colour and shapes. Children enjoy making sounds with the musical instruments and making the cause and effect toys work. They are able to develop their social skills and awareness of their wider community as they make weekly visits to the library. However, whilst these activities support children to learn skills for the future, the potential of their learning is sometimes impeded by weaknesses in the childminder's systems for planning for individual learning. Although the childminder has begun to record observations of what the children are doing to chart their development, she has not yet used this information to identify children's next steps in learning. Consequently she does not always plan activities or the learning environment according to meet children's individual learning needs to support them to make as much progress as they can in all the six areas of learning.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 last inspection.

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.