

Inspection report for early years provision

Unique reference number	210174
Inspection date	08/10/2008
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).

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 1992. She lives with her adult daughter on a large housing estate in the Wilnecote area of Tamworth. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), all attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder currently supports children with learning difficulties and/or disabilities. She provides a childminding service during school holidays as well. The childminder walks to local schools to take and collect children.

Overall effectiveness of the early years provision

Children's individual needs are met well with much emphasis placed on valuing the uniqueness and inclusion of each child by the childminder. There are positive relationships built with parents but arrangements to support the exchange of information relating to children's learning are limited. The resources are well-organised to give good accessibility, enabling children to make choices and ensuring individuals are not disadvantaged. The childminding has begun to look at methods for self-evaluation and she shows a suitable commitment to improving her practices. However, some areas of children's health and safety are not always fully promoted.

What steps need to be taken to improve provision further?

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

- share information with parents to involve them in their child's continuous learning and development
- ensure necessary steps are taken to prevent the spread of infection
- develop the systems for self-evaluation to identify strengths and prioritise development that will improve the quality of provision for all children.

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

- ensure the risk assessment is fully effective in identifying and minimising all potential hazards in the home and garden 23/10/2008
- ensure that all complaints are investigated and that complainants are notified of the outcome of the investigation within 28 days of receiving the complaint. 23/10/2008

The leadership and management of the early years provision

The childminder recognises and responds to children's individual interests and needs well. She has a good knowledge of child development and therefore is able to extend children's learning. This helps children make good progress in their learning and development. However, arrangements are not yet fully effective to share observational assessments of children's progress or identify children's starting points with parents.

Positive commitment is shown by the childminder to further develop her knowledge through attending various training courses which leads to better outcomes for children. For example, the childminder has updated her first aid certificate to fully promote children's health. Following training the childminder has given further thought to ensuring all behaviour management strategies are positive. The childminder has plans in place to make links with other settings to ensure that when children receive education and care in more than one setting continuity is promoted. The childminder has begun to take some steps to monitor the effectiveness of the provision although she is not yet identifying areas for improvements.

The childminder's effective knowledge of safeguarding procedures helps to protect children from harm and neglect and she clearly understands her role in reporting any concerns. Most records are maintained in line with requirements although the risk assessment is not complete and does not include all potential hazards in the home and garden. The equipment and toys are suitable and safe for children to use and there is good space for them to play comfortably. Effective arrangements are in place to ensure children's needs are met in the event of accidents or illness. Policies and procedures are actively shared with parents, although some detail is missing in the complaints policy.

The quality and standards of the early years provision

Children make good progress towards the early learning goals because the childminder offers positive interaction at all times to children who are constantly learning and developing in the welcoming environment. The childminder effectively balances her time between allowing children the space to use their imagination and initiate their own play, with engaging them in interesting and worthwhile discussions to extend their play. She effectively supports children to recognise and value their own and others uniqueness. She makes regular observational assessments and uses this information to recognise children's progress and their next steps in learning, although she does not yet have effective arrangements in place to share this information with parents or to obtain information from parents relating to children's starting points when they first start in order to include parents in their child's learning.

Resources in the purpose built play room are plentiful and interesting and they are well organised to allow children easy access and variety helping to create an inclusive environment whereby children are developing high levels of independence.

Children's interest in learning is secured through in and outdoor activities based on particular interest to them. For example, children make connections with real life experiences as they play with the small world figures that represent their family members and other people that they come into contact with. Children's social skills are developing well as they learn to share and take turns with other children in the community, for example, when they meet up with other childminders. They are interested in books, enjoy listening to stories, singing and dancing.

Children make good progress in developing skills for the future. They are in the early stages of developing their understanding of technology as they explore electronic toys including ringing telephones and boiling kettles. They are beginning to use numbers for a purpose and to problem solve including counting the plates needed for lunch. The childminder captures opportunities to extend children's communication and language skills. She models speaking and listening skills very well and she asks questions that encourage children to think and express their thoughts and feeling. Children are helped to learn how to be safe through routines, discussions and reminders. Daily routines support children's understanding of the importance of washing their hands, however, individual towels to dry their hands are not provided to ensure cross-infection is minimised.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- include in the written statement of procedures to be followed in relation to complaints the requirement to notify complainants of the outcome of the investigation within 20 days of receiving the complaint. 23/10/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- include in the written statement of procedures to be followed in relation to complaints the requirement to notify complainants of the outcome of the investigation within 20 days of receiving the complaint. 23/10/2008

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.