

Inspection report for early years provision

Unique reference number	EY370096
Inspection date	08/12/2008
Inspector	Permjit Tanda

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 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 has been registered since 2008. She lives with her husband and four children aged 15, 12 and eight years in Oldbury, Sandwell. The whole of the ground floor is used for childminding purposes. The childminder's home is accessed via a step up to the front door. There are shops, a local school and a park within walking distance. There is a fully enclosed garden available for outside play.

The childminder attends the local toddler group on a regular basis. She is able to take and collect children from local schools and pre-schools. She is registered to provide care for five children on the Early Years Register, Compulsory Childcare Register and the Voluntary Childcare Register. She is currently caring for three children under five years on a part-time basis. She is a member of the National Childminding Association

Overall effectiveness of the early years provision

The childminder provides satisfactory outcomes for children in all aspects of the Early Years Foundation Stage. Consequently, children make sound progress in their learning and development. Children's welfare is sufficiently promoted in all areas. The childminder's policies and procedures are sufficiently inclusive for those children who attend. Systems to evaluate the provision for children's welfare, learning and development are developing.

What steps need to be taken to improve provision further?

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

- increase knowledge further of the Early Years Foundation Stage in relation to the six areas of learning and how to help children make progress in their learning and development
- provide well planned experiences across all areas of learning for children both indoors and outdoors to support children to learn with enjoyment and challenge
- provide increased opportunities for children to extend their creative development and their knowledge and understanding of the world through providing increased opportunities for children to explore and investigate and be creative through offering a broad range of experiences such as a range of arts and crafts, dough, water and sand
- improve the systems in place for monitoring and evaluating the quality of the provision recognising how this process can extend practice and improve outcomes for children

The leadership and management of the early years provision

The childminder maintains the required records, policies and procedures for all aspects of the provision and has devised many more helpful and useful policies in relation to children's health and well-being. Parents are kept well-informed about her practice and the provision through a detailed handbook, portfolio and through having access to the childminder's policies and procedures. Systems to ensure that the self-evaluation process to build on current practice is in the early stages and therefore some areas for improvement have not been fully identified, since registration. The childminder has had little training on the Early Years Foundation Stage and therefore is not secure in her knowledge of the learning and development requirements and the six areas of learning.

The premises are clean and welcoming. The childminder takes positive steps to prevent the spread of infection. The childminder conducts a thorough written risk assessment and also checks the premises daily to ensure areas are safe. As a result, children are safe indoors, outdoors and when out on visits. The childminder has sound understanding of safeguarding issues and how to implement the safeguarding policy and procedure appropriately. The childminder has suitable arrangements to protect children from adults and has undertaken relevant vetting procedures to ensure they are suitable to have regular contact with children.

The childminder places sufficient emphasis on ensuring practice is inclusive for all families. There are effective systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. She works in partnership with parents to ensure all children's specific needs are met. She consults with parents in relation to gaining information about children's likes, dislikes, habits and preferences when they first start. She is in the process of developing this further to obtain information about their development and learning to help her plan better for their learning needs.

The quality and standards of the early years provision

The childminder adequately promotes children's welfare, learning and development. Children are provided with some satisfactory opportunities to help them make progress in their learning and development. The childminder endeavours to create a homely environment in which children can develop their self-confidence. Subsequently, children have a positive and close relationship with her. The range of resources provided do not offer a varied learning opportunity across all six areas of learning and therefore children do not make consistent progress in all areas of learning. Children do not always show good levels of interest in what is available because some resources offer insufficient challenge. Suitable planning and assessment systems are gradually being introduced to record progress, although these systems are yet to be consolidated and evaluated to ensure all areas of learning are sufficiently covered. Consequently, children's individual learning needs are not always met through ensuring they are sufficiently challenged.

Children show a real sense of belonging and enjoy being with a familiar adult. They easily enter into discussions about what they want and what they are doing and involve the childminder in their play. Children benefit from opportunities to play freely with their chosen activities and are also involved in adult-led experiences such as making cakes. For example, children thoroughly enjoy tasting the ingredients whilst making cakes and increase their self-help and social skills. Children show a fondness for books this is encouraged because the childminder builds on this interest through reading to them. Children develop their knowledge of the natural environment. They take regular walks to the local park to observe changes and have been involved in growing and caring for an avocado tree. Children have few opportunities to use arts and crafts, dough, water and sand to explore, investigate and be creative. Children are developing a sense of awareness of others, the local community and the wider world through discussion and the celebration of some festivals.

Children behave well demonstrating an understanding of the set boundaries and expectations within the home. Children move safely and freely in their environment and learn to keep themselves safe through learning to cross the road safely when on outings. Children experience the benefits of fresh air as they take regular walks to and from school. However, opportunities for children to further develop their physical skills through using the garden available are not always well-planned. Children's health and well-being is sufficiently supported as the childminder encourages healthy eating through providing a range of fresh fruits and fresh drinking water, which are made available daily.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 since 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.