

Inspection report for early years provision

Unique reference number	EY301160
Inspection date	20/11/2008
Inspector	Shirley Delaney
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 registered in 2004. She lives with her husband and their three children aged one, five and nine years, in Birmingham. The whole of the childminder's house is used for childminding. Children may need assistance to gain access to the first floor. There is a fully enclosed garden available for outdoor play. The childminder transports children to local schools and pre-school groups. The family have a cat.

The childminder is registered to care for three children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), both of whom attend on a 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 compulsory and voluntary parts of the Childcare register.

The childminder receives support from the local authority and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children's welfare and developmental needs are adequately met as the childminder demonstrates appropriate knowledge of EYFS and supports children's progress towards the early learning goals. The childminder works closely with parents and has begun to develop links with other provisions providing children with services within EYFS in order to meet children's individual needs. The home environment is organised to provide children with a wide choice of stimulating activities and this is supplemented with planned and organised activities outside of the home. The childminder demonstrates an emerging understanding of the uniqueness of each child and adapts plans according to their individual needs, promoting inclusion. Children are largely cared for in a safe environment where the childminder gives some consideration to continual improvement of her practice and within which most welfare requirements are met appropriately.

What steps need to be taken to improve provision further?

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

- develop further the understanding of the Early Years Foundation Stage (EYFS) with particular respect to working with parents and other agencies in partnership
- develop the system for self-evaluation.

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

- develop the risk assessment to ensure it covers indoor and outdoor areas fully and make sure it is updated as changes occur (Suitable premises, environment and

15/01/2009

- equipment)
- discuss with parents a policy that will be followed if a child is lost (Safeguarding and welfare).

15/01/2009

The leadership and management of the early years provision

The childminder demonstrates commitment to ongoing improvement in her practice. She has met recommendations raised at her last inspection and sought additional training to develop her knowledge and skills. This has a positive effect on the care, welfare and development of children in her care. The childminder has identified methods for evaluation of her practice, including discussion with parents to obtain feedback. However, methods for self-evaluation are not formalised, in order to ensure that continued improvement is a constant process.

Children benefit from the positive approach the childminder has to working in partnership with their parents. The childminder gathers information from parents and shares with them the formalised records, policies and procedures she has in place to reflect her service. Although most procedures are available, the childminder does not have a lost child policy, consequently children's welfare is not fully promoted. Parents are kept informed of children's progress verbally, but recorded information is not shared fully. In addition, whilst the childminder has some discussion with other professionals who provide children in her care with a service within the EYFS, there are no established links between practitioners for sharing relevant information. The childminder has a positive approach to meeting the needs of all children. She has a commitment to providing an inclusive service and demonstrates how activities and experiences can be adapted to be made easily accessible to all children, including children with learning difficulties and/or disabilities.

The children are suitably safeguarded by the childminder's understanding of the Local Safeguarding Children Board procedures. She has a clear understanding of procedures to be followed and is aware of signs and symptoms of abuse. The childminder has completed a risk assessment to promote children's safety in the home. However, the risk assessment is not comprehensive as it does not identify all risks or adequately identify the level of risk to children.

The quality and standards of the early years provision

Children are making steady progress towards the early learning goals due to the childminder's knowledge of their individual needs and the observations she makes to demonstrate their interests and development. Activities are organised that support children's progress across all areas of learning and these activities are balanced with play experiences children initiate for themselves. Attendance at pre-school groups enables the children to have increased social experiences with their peers and allows them to access additional equipment and resources to those supplied in the home, which enables them to expand their experiences in all areas of learning.

The childminder organises her home to make resources and play experiences easily available to children to allow them freedom of choice. This encourages children to explore their environment, develop independence and self-reliance. Alongside promoting self-initiated play, the childminder also plans activities for children to take part in, bearing in mind their interests and individual needs. Consequently, children benefit from a balance of play opportunities. The childminder follows children's interests, identified through interaction in their play and the childminder's observations. Children are keen on books and enjoy being read to. They also particularly like to take part in creative activities such as cooking, cutting out and making cakes. Children have routine access to outdoor play and take part in outings on a regular basis to places. Visits to the park are used to raise children's awareness of the natural world around them and the changing seasons. For example, they collected leaves during autumn to be used in a creative activity on their return to the childminder's house. Organised outings and events are utilised as a celebratory occasion to reinforce children's awareness of cultural and religious events. For example, they had occasion to take part in a trip to Ash End Farm for Christmas and attend a party organised by the childminder for Halloween. The children are developing an understanding of diversity as the childminder promotes their awareness through discussion and access to positive resources used during their play.

The childminder records information in relation to activities children take part in and details which area of learning the activity relates to. This information is used to ensure that children access a balance of activities across all areas of learning. It is also a tool for mapping children's progress. However, this record is not shared effectively with parents to support a process of parental partnership within which parents are able to share what they know about the next steps for their child's development and learning. Therefore, the childminder cannot be assured that children are always sufficiently challenged in their learning.

Children are well-behaved and learn to show consideration for others. For example, they demonstrate tolerance of younger children who do not understand the boundaries. They learn about aspects of self-care through routine activities such as hand washing. Meals and drinks are available and meet children's needs. The children are beginning to develop an understanding of safe practices as they are reminded about tidying away excess toys off the floor to prevent trips and falls. They participate in discussions about safety on outings. Use of the garden facilities and trips to the park allow children to participate in activities that promote physical exercise and develop their skills in the use of wheeled and large equipment.

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:

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:

- take action as specified in the early years section of the report (Suitable premises) 15/01/2009

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:

- take action as specified in the early years section of the report (Suitable premises) 15/01/2009

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action.

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.