

Inspection report for early years provision

Unique reference number	EY290359
Inspection date	26/02/2009
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 2004. She lives with her husband and two children aged eight and five years old in Oldbury. There are local shops, schools and a park. The whole of the ground floor of the property and a bedroom on the first floor and toilet are used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group and also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and nursery and attends the local playgroup with the children. She is a member of an approved childminding network and is a member of the National Childminding Association

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children make steady progress in their learning and development and enjoy their time at the setting. Children's welfare, safety and health is adequately promoted. Developing links with parents/carers and other agencies means children needs are appropriately met. Practice is sufficiently inclusive taking into account the culture, background and gender of children who attend. Planning for improvement including a process of self-evaluation is in its infancy.

What steps need to be taken to improve provision further?

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

- provide a challenging learning environment which allows children to concentrate on activities and experiences to develop their own interests, paying particular attention to activities which extend their creativity, exploration and investigation skills and problem solving, reasoning and numeracy skills
- develop further the risk assessments to include anything with which a child may come into contact with within the environment, paying particular attention to pets
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their children's learning and development.

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

- obtain information about who has legal contact with individual children; and who has parent or responsibility for them (Safeguarding and welfare) 20/03/2009
- conduct a full risk assessments for each type of outing taking into consideration its nature to ensure children are kept safe and whilst on outings (Safeguarding and welfare). 27/03/2009

The leadership and management of the early years provision

There are appropriate systems in place to ensure all adults looking after children or having unsupervised access to them are suitably qualified. Most of the records, policies and procedures required for the safe and efficient management of the service are in place. The childminder takes some positive steps to keep children safe and risk assessments conducted mostly identify aspects of the environment that need to be checked on a regular basis. However, the risk assessments do not sufficiently cover anything that the children may come into contact with such as pets. Furthermore, a full risk assessment is not conducted for each type of outing undertaken with the children. Therefore, potential risk has not been clearly identified and steps taken to minimise risk to children. In addition, children's records have not been updated to include information about who has legal contact with the child and who has parental responsibility for the child. The childminder has a sound understanding of the safeguarding policy and procedure and therefore the children are sufficiently safeguarded.

The childminder has a developing knowledge of the Early Years Foundation Stage learning and development requirements. She plans a variety of play experiences to offer an enjoyable learning experience. However, she does not always effectively plan a challenging environment which supports and extends specific areas of children's learning. The childminder makes observations of what the children can do and like and is beginning to use this information to help plan for their next steps in learning.

Outcomes for children have improved through the childminder implementing the recommendations made at the last inspection. There are better established hygiene routines in place in relation to the nappy changing procedure. The childminder has extended the range of resources promoting positive images of diversity through providing a variety of books, dolls, puppets and small world toys such as a wheelchair. There are sufficient systems in place to maintain continuous improvement. Plans for future development are targeted with support from the local authority network-coordinator and through the childminder making observations and maintaining written notes to help her reflect on her own practice.

Parents are provided with sufficient information about the service. They receive a copy of the childminder's policies and procedures and are kept up to date through a notice board and daily discussion about their child's day. The childminder knows the children well by obtaining information about their routines, likes, dislikes and

care needs when they first start at the setting. Opportunities for parents to share what they know about their child's development when they start and to keep them regularly informed about their children's achievements and progress and to become involved in their children's learning and development are still evolving. Children's needs for additional support are routinely identified and support offered through working with parents and other professionals if required. The childminder has made sufficient links with other providers and shares relevant information to help meet the needs of children who also attend other settings such as playgroups and schools.

The quality and standards of the early years provision

The childminder plans a daily learning experience around the six areas of learning and therefore children make satisfactory progress towards the early learning goals. Children have a balance of adult-led and child-initiated activities throughout the day. Consideration is given to children who attend other settings for part of the day to ensure her routines are flexible and allow for children's individual needs for rest and relaxation.

Children have a close relationship with the childminder and enjoy being with a familiar adult. They are confident in their environment and increase their independence. Their social skills are developing through interacting with each other and regularly visiting other groups. Children develop a fondness for books because they are made easily accessible on a low-shelf. They are eager to snuggle up with the childminder and enjoy talking about what is happening in the story and easily respond to the childminder's questions with their own ideas and thoughts. Children enjoy using felt pens to draw and colour and have some opportunity to use paint. Children talk about different sounds at the beginning of words because the childminder emphasises the sounds well throughout the day whilst the children are playing. Children count during everyday routines such as counting at snack time, whilst walking up the stairs and through their play. However, opportunities to further support children's problem-solving, reasoning and numeracy are hindered due to the lack of planned opportunities to compare size, shape, weight and consider concepts such as capacity through meaningful experiences such as the sand and water.

Children develop an interest in the natural world they take regular walks to the local park to collect leaves and make pictures from what they have collected. They observe changes in their environment through looking at changes in the seasons and have been growing plants and flowers. Children have opportunities to increase their creativity through using a variety of musical instruments to explore sound and rhythm, increase their imagination through dressing up and pretending to cook and shop. Although, children have some planned experiences to discover various painting techniques such as hand, finger and textured paint, they do not have regular opportunities to invest their creativity in a broad range of arts and crafts materials at their own leisure.

Mostly children move safely and freely within their environment. They learn about road safety, practise fire evacuation and have been involved in talking about the

dangers of strangers. Children learn about staying healthy through learning to wash their hands especially after they had handled the pet animals. They learn to make healthy choices through the balanced and nutritious meals provided including healthy snacks and regular drinks. Children benefit from physical activity, for example, outdoors children confidently use the swings and slide and enjoy playing with balls and throwing rings. Children make satisfactory progress in relation to their capabilities and interests. They are well-behaved and build their self confidence and self-esteem through the constant praise and encouragement they receive. They are developing skills that contribute to their future economic well-being through making steady progress in their communication, language and literacy skills and through beginning to understand the wider world through their play and communications.

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 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.