

Inspection report for early years provision

Unique reference number	EY319851
Inspection date	18/02/2009
Inspector	Dianne Lynn Sadler

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 2006 and works with another registered childminder. They both live at the property with their children aged eight, six and three years in Sutton Coldfield. The whole of the premises is used for childcare purposes and there is a fully enclosed garden available for outside play. The premises is accessed via a step to the front.

The childminder is registered to care for four children at any one time when working alone and for eight children when working with her co-childminder. Currently they are caring for 12 children between them, five of whom are within the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and pre-schools and has a National Vocational qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Each child's individual welfare and development needs are sufficiently well met through all the experiences in the setting, provided according to their interests, by the childminder and her co-childminder. They make satisfactory progress and enjoy their time in the sufficiently inclusive setting. Most policies, procedures and records required support the childminder's practice. Positive relationships are being formed with parents and other carers to ensure children receive continuity of care but at present children's targets in their learning are not effectively shared. The childminder and co-childminder constantly strive to improve the outcomes for children and are aware of their strengths but have not identified all their areas for improvement.

What steps need to be taken to improve provision further?

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

- improve the regular two-way flow of information with parents and other providers with regard to children's learning and development
- develop further evaluation systems so that they continually seek ways to improve the quality of the learning, development and care for children
- use observations made to assess children's development in all areas of learning and ensure they make as much progress as they can in relation to their starting points.

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

- ensure information is obtained from parents with regard to who has parental responsibility for the child

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and who has legal contact with the child
(Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

The childminder works well with her co-childminder creating a stimulating, accessible, child-focussed environment in which all children are included. She takes overall responsibility for the management of policies, procedures and records. Most required documentation is in place and appropriately maintained; however, the childminder does not obtain information about who has parental responsibility for the child and who has legal contact with the child. This compromises children's safety and welfare. The childminder has implemented effective risk assessments carried out on all aspects of the environment and for outings which ensures children are cared for safely. The childminder has a strong knowledge and understanding of child protection and a clear understanding of her own responsibility, which ensures all children are safeguarded.

The childminder shows a commitment to developing her knowledge by attending a wide range of training courses, constantly striving for improvement. She has a good knowledge of child development and alongside her co-worker is able to support children's learning appropriately, responding to children's individual interests well. The childminder has implemented adequate systems to monitor and evaluate her own practice and the recommendation from the previous inspection has been improved upon. She has completed a detailed written self-evaluation which clearly identifies her strengths. However, she does not effectively involve parents or her co-childminder in the process and has not identified all her areas for improvement. This compromises the outcomes for children.

The childminder and her co-childminder both work closely with parents and are developing effective links with other settings and agencies. Parents receive good quality information about the setting detailed in an informative portfolio and are sufficiently well informed of activities provided and children's progress. However, at present neither parents or other settings discuss and share information with regards to their own observations of children's learning and do not contribute to the assessment procedures. This may compromise the progress children make.

The quality and standards of the early years provision

Children are developing an appropriate awareness of keeping themselves safe through daily routines. They practise the fire evacuation procedure every three months and older children contribute to the writing of the 'House Rules'. They are also learning about the principles of healthy living. They benefit from a varied range of healthy, nutritious meals. All children enjoy a sociable lunchtime sitting around the table choosing between scrambled egg or beans on toast provided by the childminder and access a varied range of fruit for snacks throughout the day. Children enjoy physical activities and access fresh air every day. They particularly benefit from choosing to play outdoors in the stimulating garden throughout the

day.

Children are happy and well settled with the childminder and her co-childminder who provide an interesting and stimulating learning environment. They organise the indoor and outdoor space well so that children can use it flexibly according to their needs. Children easily access all the resources and make good choices and decisions about their play according to their different interests. For instance, children are effectively developing their imaginations when deciding to make robots and confidently seek items such as plastic forks and different materials found throughout the environment to use in their models. The childminder observes children's development and records the information sufficiently well in the children's individual 'Journals'. Observations made are linked to the six areas of learning and some next steps are identified. However, she does not use the information to inform her planning and does not monitor whether the children are making sufficient progress within all the educational programmes in relation to their starting points. This hinders the progress children make towards the early learning goals. Parents can access the journals at any time, but at present do not contribute to the assessment procedure.

All children are included and are encouraged to be creative and explore the environment. Most of the educational programmes for each area of learning are promoted. Children decide to make chocolate cornflake cakes with the childminder which they eat for their afternoon snack. They enjoy learning about different festivals and celebrations which include Chinese New Year and make a large Chinese dragon head out of papier-mâché. Younger children enjoy hugs and cuddles and reassurance from the childminder when they arrive until they are ready to play with their friends. This promotes their emotional development. However, the childminder does not always promote language for communication or supports their language for thinking during activities especially with younger children and there are limited opportunities to develop their skills in calculation.

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?	2
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 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.