

Inspection report for early years provision

Unique reference number	268427
Inspection date	23/03/2009
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 has been registered since 2000. She lives with her family in the village of Kingsbury near Tamworth. The whole of the ground floor 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 path to the front.

The childminder is registered to care for five children under eight years at any one time. There are currently five children on roll, two 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 supports children with learning difficulties and/or disabilities. She takes and collects children from local schools and pre-schools and is has obtained a National Vocational Qualification (NVQ) Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. In general children's welfare and learning are supported appropriately. Children experience warm relationships with the childminder which help them to feel secure and very settled in the inclusive setting. Well-organised space supports and encourages children to develop in all areas within a homely, yet child-orientated environment. The childminder has a positive attitude to improvement and is beginning to self-evaluate some aspects of her practice in order to identify strengths and areas for development. Partnerships with parents are positive but partnerships with other providers are not yet developed to fully support children's learning.

What steps need to be taken to improve provision further?

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

- develop further links with other settings that children attend in order to provide continuity and coherence in their learning
- match observations of children's achievements to the expectations of the early learning goals in order to identify learning priorities.

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

- notify Ofsted of any change of persons aged 16 or over living on the premises (Suitability of adults) 08/04/2009
- obtain information relating to who has legal contact and parental responsibility of children (Safeguarding and welfare). 08/04/2009

The leadership and management of the early years provision

The childminder creates a stimulating, accessible, child-focussed environment in which all children are included. In general, policies, procedures and records support children's welfare. There are 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 sound knowledge and understanding of child protection and a clear understanding of her own responsibility. However, the childminder has not notified Ofsted of a significant event in relation to her son reaching the age of 16 years and she has not obtained information with regard to who has legal contact with the children.

The childminder shows a commitment to developing her knowledge by attending a wide range of training courses, she has recently completed a NVQ Level 3 in Childcare Learning and Development, which leads to better outcomes for children. She has begun to evaluate her own practice. She is able to identify her strengths and some areas for improvement and has an action plan for improvement.

Children are suitably supported to achieve well and have their welfare needs met successfully as the childminder exchanges information with parents in relation to their individual needs, achievements and progress. Written statements from parents demonstrate they are very happy with the care their children receive. However, partnerships with other providers are not yet developed to fully support continuity and cohesion in children's learning.

The quality and standards of the early years provision

Children are happy, well settled and making sound progress in their learning and development. The childminder spends her time interacting positively with children which fosters their interest in play and learning. She is beginning to use observations of children at play to help her identify what children can do and what they like to do and children's achievements are recorded in 'Learning Journey' diaries that are shared with parents. The childminder is beginning to match these observations to the expectations of the early learning goals in order to identify children's learning priorities. This is supporting children to make sound progress towards the early learning goals.

Children are provided with a variety of activities and opportunities across all areas of learning. They are confident to initiate their own play choosing from the varied range of resources that are mainly stored at their level and able to help themselves to drinks from the designated drink area in the kitchen. They are interested and motivated to play and take part in a range of craft activities such as making Easter cards and baskets. They benefit from taking part in a suitable range of activities and experiences that help them to develop skills for the future. Their interest in number and problem solving is fostered through games such as snakes and ladders and jigsaws. They enjoy mark making in their own folders, singing songs and looking at books. There is a suitable range of simple technology resource available that help to developing an early understanding of technology. Children

are supported well to share, take turns and consider others. They receive lots of praise and 'helpful awards' which helps to support their self-esteem and confidence. Children are supported to develop positive attitudes towards diversity including learning about different festivals and celebrations which include Chinese New Year.

A high priority is given to successfully developing children's awareness of keeping themselves safe and healthy. Discussions during routines and play help children learn how to recognise the potential hazards. Children learn good personal hygiene routines and they take part in discussions and activities that promote positive attitude towards healthy lifestyles.

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?	2
How well are children helped to be healthy?	2
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 part of the report (Changes to people). 08/03/2009

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 part of the report (Changes to people). 08/04/2009

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

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.