

## Inspection report for early years provision

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<b>Unique reference number</b>	EY384789
<b>Inspection date</b>	25/06/2009
<b>Inspector</b>	Susan Rogers
<b>Type of setting</b>	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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 daughter aged eight years. They live in Rowley Regis with local amenities within walking distance that include, schools, shops and parks. The whole ground floor, first floor bathroom and one bedroom on the first floor are used for childminding. Access to the premises is all on one level and there is a ground floor toilet. There is a fully enclosed rear garden available for outdoor play. The family have one dog.

The childminder is registered to care for a maximum of six children under eight years at any one time of whom no more than two may be in the early years age group. There are currently three children in this age group being cared for. Care is also offered to children aged over five years. The childminder has effective strategies in place to care for children who have learning difficulties and/or disabilities and English as a second language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy the warm and welcoming encouragement which promotes their security and enjoyable play opportunities. Appropriate differentiation of activities ensures that all children are included during their learning experiences. The childminder demonstrates some motivation in order to maintain continuous improvement, however, she has had limited opportunities to develop her skills more fully and attend additional training which has the potential to compromise children's development. Children make satisfactory progress in their learning and development, as they are supported by the activities and experiences that the childminder provides. Although written risk assessments are thorough, these do not reflect all of the risks that are present on the property and may compromise children safety.

## What steps need to be taken to improve provision further?

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

- take effective steps to evaluate the provision of a children's welfare, learning and development
- take positive steps to promote children's good health and well-being to prevent the spread of infection
- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum; this refers to the low-level glass.

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

- develop further the use of observation and planning systems in order to effectively promote children's next

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steps across all six areas of learning and development (Organisation)

- ensure that there is evidence of public liabilities insurance (Suitable premises, environment and equipment)

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## **The leadership and management of the early years provision**

The childminder's home is appropriately organised which gives children opportunities to feel welcomed and at ease in her care. Daily routines promotes children's welfare, meets children's individual needs and takes into account their ages, stages of development and individual interests. Close working with parents provides continuity of care for children. Information in respect of children's routines and care needs is exchanged on a daily basis ensuring that children's individual needs are met. Flexible settling-in procedures ensure that children and their families are supported and that the childminder is able to develop a good understanding of children's needs right from the start. Consequently, children's individuality is respected as activities and resources are adapted to meet their specific needs. Parents are informed about their child's day, care routines and the progress they make through daily chats with the childminder. Feedback from parents is very positive, demonstrating how much they value her caring approach and the happy and friendly environment that she creates whilst she supports their child's development. Effective transitions are achieved between the school, the child's home and the childminder through practical links and appropriate communication when settling children into their school, promoting children's confidence and their continuity of care.

A mostly comprehensive range of policies and procedures supports the childminder's practice and helps in the promotion of positive outcomes for children. The written risk assessments are thorough and are tailored to the needs of each child that attends the setting. Unfortunately, they do not identify some low-level glass which has the potential to compromise children's safety. Most of the documentation is in place protecting children's development and well-being. However, there is no current evidence of public liabilities insurance which has the potential to compromise children's well being. Children are protected in the event of an accident or illness as the childminder has a first aid paediatric qualification. The use of observational assessment is currently being developed but due to the lack of specific planning for individual children does not at this stage fully support children's progress. The use of a self-valuation process has yet to be implemented, however, the childminder has developed some understanding in respect of how to progress her development.

Children are safeguarded from harm and neglect and as the childminder is aware of the indicators of abuse and has accessed training to ensure that she maintains an understanding of child protection issues. There are clear, comprehensive child protection procedures and parents are aware of the childminder's obligations and responsibilities. Some of the hygiene routines are effective in protecting children's

health and safety. Children are encouraged to use the toilet independently and wash their hands before eating, however, the routines in respect of regular hand washing are not always consistent, compromising children's well-being.

## **The quality and standards of the early years provision**

Children develop a sense of belonging within the childminder's home as the environment is organised to provide learning opportunities and a relaxed and caring relationship is evident between children and the childminder. They make their own decisions about what they want to do as they freely explore the environment. Children are encouraged to use their imagination as they devise their own scenarios using play figures; this promotes their language development and increases their confidence and creative skills. They access the outdoor environment where they enjoy creative experiences in the play house and appreciate the world around them. Resources that suit children's ages and abilities and include, are well chosen and include sharing games that extend children's numeric skills. They understand the rules of a game, carefully balancing and squealing with delight as they anticipate the outcome. Younger children are encouraged to reach for toys that have textures and sounds that are stimulating provoking their interest and curiosity. However, explanations in respect of some activities for the older children are not sufficiently thorough and allow ideal learning opportunities to be missed. Children also enjoy opportunities to create with various art and craft resources and to construct with bricks.

Children make steady progress in their learning and development and benefit from the support provided by the childminder who frequently works on the floor at the child's level offering explanations and enhancing their learning by providing further challenge. They enjoy the security of cuddles and affection as they sit near to the childminder listening to stories and interacting with relevant conversations. Appropriate challenges are provided that meet with the child's ages and stages of development. Younger children enjoy attending toddler groups where they socialise with their other children and free-play with various resources. The childminder ensures that children are also able to benefit from using a wider range of toys and resources through regular use of the toy library. The childminder has started to record formal observations of the children in her care that follow the early learning goals, include annotated photographs and comments on their abilities. Although there is generalised planning in place for children's daily activities, this is not specific to individual children and, therefore, support and planning for their next steps in their learning and development have not yet been identified.

Children behaved well and develop an appreciation of their own needs and those of others. Positive experiences are provided for children through explanations as they play and the childminder presenting as a positive role model. Older children readily take interest in the experiences of younger children passing them toys and been sensitive to their individual play needs. Older children are encouraged to take responsibility for their environment by clearing away toys once their play has ended. All children learn about being safe as they cross the road and follow instructions as they encounter traffic as they walk to and from school.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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## **Annex B: the Childcare Register**

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