

## Inspection report for early years provision

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<b>Unique reference number</b>	255019
<b>Inspection date</b>	27/01/2010
<b>Inspector</b>	Jackie Nation

<b>Type of setting</b>	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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1996. She lives with her partner, one adult child and two children aged 14 and three years. They live in the Oldbury area of Sandwell. The whole ground floor of the childminder's home is used for childminding, this includes the use of a dedicated playroom. First floor rooms are not used. There is a fully enclosed garden available for outside play. The premises are easily accessible. Local shops, parks and schools are within walking distance. The childminder is able to collect children from local schools and nurseries. She also visits the library, local parks, toddler groups and activity centres. The childminder supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. She currently has four children on roll who are within the Early Years Foundation Stage (EYFS) and one older child who attends before and after school. Children attend on various days.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in this experienced childminder's care. They have access to a wide range of resources and experiences to help them make sound progress towards the early learning goals. Children have fun and enjoy their time at this inclusive setting and benefit from good partnerships with parents and carers. Most of the required documentation is in place. The childminder has started to evaluate the quality of her childcare provision, and has a clear understanding of her strengths and areas she would like to improve.

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

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

- complete a paediatric first aid training course which is approved by the local authority and consistent with guidance set out in the Practice Guidance for the Early Years Foundation Stage, (Suitable People) (This applies to both parts of the Childcare Register). 19/03/2010

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

- develop the opportunities for partnership working where children receive care and education in more than one setting

- update the record of risk assessment to include assessments of risks for outings undertaken with the children.

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

The childminder has a secure understanding of her responsibility to protect children in her care to ensure that their welfare is safeguarded. She has attended safeguarding training and has a written policy in place which is shared with parents. The childminder has ensured all members of the household undergo vetting procedures to confirm they are suitable to have regular contact with children. Risk assessment procedures for the premises are sufficiently robust to ensure children's safety. The childminder is vigilant about children's safety while on outings; although she has yet to update the risk assessment for the places she visits with the children. Most of the required documentation is in place and maintained accurately, for example, attendance, medication and accident records. However, the childminder's certificate for paediatric first aid has expired. Whilst she has previous knowledge of how to administer first aid, and has arranged further training, this is a breach of a specific legal requirement.

The childminder demonstrates a sound understanding of inclusive practice and knows the children well. Children's needs are met well, because the childminder organises her day around their individual care routines. There is good provision in place to encourage children to have a strong sense of belonging. The environment is well-organised and inviting to children to promote their well-being, learning and development. Children play in a dedicated playroom and their art work is displayed. A good range of resources are easily accessible and promote all aspects of learning. A selection of interesting posters are displayed and used for reference, these further support children's learning and interests. The childminder helps children to understand about the society in which they live, through a range of outings, activities and resources reflecting positive images of culture, gender and disability.

Partnerships with parents and carers are good. The childminder works closely with parents from the outset gathering key information about children's individual care needs and parents' preferences. Well-considered settling in procedures ensure that children are welcomed into this caring environment and settle quickly. Parents are kept informed about their child's care, well-being, progress and achievements each day. They receive comprehensive information about all aspects of the provision, for example, they are provided with written policies and procedures, and a range of useful information is accessible in the hallway. The childminder regularly seeks the views of parents through discussion, and uses this information to improve her provision and outcomes for children. However, the childminder has yet to forge links with other providers of the EYFS to further support children's continuity of care and learning.

The childminder demonstrates a commitment to improving her provision and completes training to further enhance her skills and knowledge. She has attended training sessions for sign language, speech and language development, and

safeguarding training. The recommendation made at the last inspection has been acted on and this improves outcomes for children with regard to their health and well-being. The childminder is beginning to identify the strengths and weaknesses of her provision to enable her to make continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

The childminder has a secure understanding of the EYFS learning and development requirements, and as a result children make sound progress towards the early learning goals. She has effective observation, planning and assessment systems in place to support children's learning and development. The childminder carries out sensitive observations of children as they learn through play. The information gained from observations is used to plan the next steps in children's learning. Learning and development records are regularly shared with parents, and include a delightful range of photographs. The childminder listens carefully to what children say about their interests to plan a wide range of interesting and challenging activities. Planning is flexible and topics and themes incorporate activities across the six areas of learning. All children are included and given support to participate in activities, first-hand experiences and discussions.

Children are content, and thoroughly enjoy the time they spend in the childminder's care. She makes good use of the space, and provides a dedicated playroom for children and a spacious area for children to play and relax. Children are active learners and they eagerly take part in the varied stimulating and practical activities provided for their achievement and enjoyment. Children like to initiate their own play, choosing from the wide range of resources, for example, rail and road tracks and building bricks. Children's language skills are developing well, through discussions during activities, story time and singing sessions. There are frequent opportunities for children to make marks and they play 'I spy' games to develop their knowledge of initial letter sounds. Children use resources to develop their imagination and creativity. They enjoy activities such as painting, play dough and art and craft activities. Children use dressing up clothes as part of their play and take on different roles and characters. Children's understanding of numbers and problem solving is supported effectively as they explore shape sorters, play matching games and dominoes. They also have easy access to a range of electronic resources to explore and investigate. Good provision is made for children's physical development, they like to play in the garden, riding bikes and playing with balls. They visit local parks and activity centres, where they can develop their skills and confidence using more challenging equipment, such as swings, climbing frames and slides. The childminder has a positive attitude to diversity and provides a range of resources that promote children's understanding of the wider world and their community. Different festivals and celebrations are included in the planning documents, for example, Diwali and the Chinese New Year. Children are involved in making masks and lanterns, and take part in food tasting activities.

Good behaviour is promoted through discussions based on each child's level of development and understanding. The childminder is a positive role model for

children and her interaction with them is good. She uses a range of strategies to develop their understanding of appropriate behaviours, such as thinking about others, being kind and sharing. Effective procedures are in place to prevent the spread of infection, including procedures for hand washing and the exclusion of sick children. Children are helped to understand how to keep themselves safe. The childminder reads stories about fire safety, and they practise the fire evacuation procedure. Children learn how to stay safe when outdoors and know that they have to look left and right before crossing the road. Children's dietary needs are met effectively, they are well-nourished and healthy snacks, such as fresh fruit and drinks, are accessible to them. Children successfully develop skills that contribute to their future economic well-being through making satisfactory progress in all aspects of their learning.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

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 (Welfare of the children being cared for). 19/03/2010

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 compulsory part of the Childcare Register (Welfare of the children being cared for). 19/03/2010