

Inspection report for early years provision

Unique reference number	257559
Inspection date	17/02/2010
Inspector	Diane Ashplant
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 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 2001. She lives with her husband and two children aged one and four years in Solihull. Most of the ground floor of the childminder's house is available for childminding and there is a fully enclosed garden for outside play. The family has a dog and a rabbit.

The childminder is registered to care for a maximum of four children at any one time and is currently looking after four children in the early years age range and two older children for out-of school-care. The childminder walks to local schools to take and collect children and attends different early years settings in the area. She is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into this family home, they settle well and their welfare, learning and development is generally well promoted. Most of the requirements of the Early Years Foundation Stage (EYFS) are being met and the childminder provides a stimulating environment to support children's needs. All practice is inclusive and the childminder works in friendly partnership with parents and utilises other provision in the community to extend outcomes for children. She shows a commitment to continuous improvement through training although she has not maintained a current first aid certificate. Regular systems for self-evaluation are not yet established which may mean some areas for improvement are not identified.

What steps need to be taken to improve provision further?

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

- demonstrate that a current paediatric first aid certificate is in place (Suitability of adults) 17/03/2010
- ensure Ofsted is informed of any change to the premises from which childcare is provided which may affect the space available to children and the quality of childcare available to them (Suitability of adults). 17/03/2010

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

- develop further the use of sensitive observational assessments in order to plan to meet children's individual needs and identify their next steps
- develop further systems for monitoring and evaluating the provision to

identify strengths and prioritise development that will improve outcomes for all children

- review and update records, policies and procedures required for the safe and efficient management of the setting; this specifically relates to the attendance records, children's details and the record of the risk assessment.

The effectiveness of leadership and management of the early years provision

Children are generally well safeguarded as the childminder is clear about her role and responsibilities to protect children from potential harm or neglect and how to pass on concerns appropriately. She has the required policies and procedures in place to support their safety at all times, such as safe collection and keeps a suitably safe and secure premises where she carries out a risk assessment of which some is documented. She understands the importance of ensuring any adults around children are suitably checked or supervised. However, she does not always inform Ofsted of significant changes as is required.

The childminder shows some commitment to continuous improvement although she has not maintained a current first aid certificate which may compromise children's health and safety. She offers an inclusive environment for all and works with parents to ensure she knows and keeps up-to-date with children's needs. She has most of the required documentation in place for the safe and efficient management of her childminding business although these are not all fully effective, such as the attendance register or up-to-date records regarding all the appropriate information for each child.

The childminder offers a friendly and approachable service to parents and exchanges information through discussions, displays and the children's individual diary reports so they are kept involved in the children's day. She takes children into the local community and attends different early years groups, visits the library and the park and goes on trips to such places as the nature centre. She has had experience of working to support children with specific needs and recognises the importance of liaising with parents and other professionals.

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

Children are happy and well occupied in this home where the childminder engages spontaneously and enthusiastically with them to encourage their interest and development. She has a sound understanding of how children learn and naturally includes this in different aspects of their day. Children make positive relations with the childminder and each other as they learn how to share and take turns. They talk and play happily together and confidently initiate their own play. They learn about safety through the routines in place, such as road safety and practising fire drills. Children are developing a good understanding of healthy eating as they create pictures and design their own snack mats, consult the food chart and proudly use the stickers to show how they are meeting their 'five-a-day'. Children

go out daily into the fresh air and exercise their limbs through walking, playing on the different equipment in the garden or visiting the park. They know about germs as they carry out daily routines like hand washing where they have individual flannels to reduce the risk of cross-infection. Children's behaviour is managed effectively according to their age while the childminder successfully combines gentle reminders of the guidelines with praise and encouragement so they develop their self-esteem.

Children are encouraged to explore their environment as the childminder has created an attractive and very well-resourced play area where they happily initiate their own play and engage confidently in the wide range of accessible and well-maintained resources. This has been further extended by her recent outdoor development so that children can access a decked area where there are large raised beds ready for planting and growing. Children thoroughly enjoy role play activities as they try on different dressing-up clothes and play with the play-kitchen or engage in many interesting creative activities. For example, they cut out shapes and paste these onto their paper mache balloons while engaging in informative conversation with each other and the childminder. They watch how things change as they make their own glue, taking turns to mix and pour and discuss what they are making. Opportunities to use everyday routines and to make learning fun are well used to further children's development. Children also benefit from real experiences and the different social opportunities they have within the community. The childminder provides a good balance of children's choice and more adult involvement so that children are well occupied and interested. She generally understands the benefits of observing and monitoring children's progress and has begun to keep individual diary accounts where she records their basic activities with some evaluation along with some pieces of work. However, these are in their early stages and are not yet linked effectively to the planning for their next steps.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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

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

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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:

Met

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) | 17/03/2010 |
| • take action as specified in the early years section of the report (Changes to premises and provision) | 17/03/2010 |