

Inspection report for early years provision

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| Unique reference number | EY396611 |
| Inspection date | 21/01/2010 |
| Inspector | Lesley Jane Bott |
| 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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children, aged three and 10 years, in Brierley Hill. The lounge and hallway are used for childminding, with toileting and sleep facilities upstairs. There is a large fully enclosed garden available for outside play. The childminder is able to take and collect children from Mount Pleasant Primary School, Thorns Primary School and local pre-schools. The family have a dog, hamster, guinea pigs and an area with chickens.

The childminder is registered to care for a maximum of five children under eight years, of whom no more than two may be in the early years age range. There are currently three children on roll in this age group. Older children are also cared for and this provision is registered by Ofsted on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Partnerships with parents are very well-established, ensuring that relevant information is shared. Children are cared for by the childminder who has a secure knowledge of their families and specific needs in order to help them make satisfactory progress in their development. The childminder has started to evaluate the impact of her practice and is keen to attend training, thereby demonstrating a sound capacity to maintain continuous improvement. Resources need to be extended to ensure that children's individual needs are met.

What steps need to be taken to improve provision further?

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

- improve further the resources to ensure that all children's needs are met
- extend the child protection policy to include the action to be taken in the event of an allegation being made against the childminder or her family
- develop further the observation and assessment process, make sure records include a baseline assessment of all the children
- update the risk assessment to include and identify all hazards children come into contact with.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection procedures and how to safeguard children sharing her responsibilities with parents and carers through her written policy. However, allegations against the childminder and family were not included in the policy and the childminder was unable to find it at the time of

the inspection, which could compromise children's safety in an emergency. The childminder has comprehensive written risk assessments that are carried out to minimise hazards to children both on and off the premises. Whilst there are clear procedures followed by the childminder when taking children on outings and trips, not all have been added to the written records maintained, slightly hindering how possible unforeseen hazards encountered may be tracked and addressed in the future.

The childminder works closely with parents and carers to ensure children's individual needs are known and met in the inclusive environment offered. Parents sign to indicate that the childminder shares children's learning and development records with them on a regular basis. The childminder offers parents good quality written information about her provision, including copies of all the policies. A daily diary is also in place to ensure parents receive written details of their child's activities and routines. The childminder observes children during their play but in regard to planned learning, the starting points and achievements are not recorded and hence the system to progress children's learning development is not yet fully established to help children reach their full potential.

Resources currently available to the age group of the children are limited, particularly due to the number of children attending, although assessments show that children's development is satisfactory as a result of the setting they are in as the provider is taking steps to ensure resources are increased. The provider adequately promotes equality and diversity and tackles unfair discrimination. Outcomes for individual children are improving and the childminder takes suitable steps to identify their needs.

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

Children make steady progress, enjoy their play and are supported adequately in the childminder's environment. Children are secure and develop a sense of belonging to the setting, as they display behaviour which shows that they are happy and confident. Babies talk and babble as they make choices about their activities as they access all the equipment which is stored on the floor. The younger children are happy to sing and talk to themselves as they play with the toys out of the treasure basket. They enjoy the wooden toys, but particularly the silver foil blanket, enjoying the sound as they moved it about. The children were encouraged by the childminder to smell the cloves wrapped up in the muslin cloth, as well as touching the textures of the different toys in the basket.

Children extend their counting skills, as while walking to school they point out certain makes of cars and count them with the childminder, on other days they look at the colours of the cars as they drive past. Numbers and letters are introduced through play as the children bring books to the childminder to read. Children were able to point out the animals in the park from the pictures, noticing the ducks and the shark! Children are happy and enjoy learning as the childminder is aware of their particular interests and uses this information when planning activities. For example, the children enjoy playing with the kitchen and make food

for each other, using the cooking utensils.

As the childminder uses local facilities, such as playgroups and a childminding group, the children are beginning to learn to socialise as they play and mix with other children. Photographs taken while they are at the groups show the children enjoying messy play, painting at the easel, or in the sand or water trays. Children understand about keeping safe as they help to tidy away after activities. They discuss road safety when out and about on walks and visits and take part in regular fire drills which are recorded in the childminder's safety file. Their health and welfare is fully promoted through well-practised routines as they understand the need for hand washing before and after snack time, and the appropriate use of tissues. All of the required records for maintaining children's on-going health are in place and parents are kept fully informed of their children's day and routines.

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

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| 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

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| 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 | 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

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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 | 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:

Met