

Inspection report for early years provision

Unique reference number	EY399311
Inspection date	20/04/2010
Inspector	Sarah Jane Rhodes
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 has been registered since 2009 and lives with her husband in Leek, Staffordshire. All of the childminder's house is used for childminding. On the ground floor the lounge, kitchen and downstairs toilet are used, and on the first floor, a playroom, bathroom and sleep rooms. There is an enclosed rear garden. The property is not suitable for people with mobility issues due to the number of steps within the premises both on the ground and first floors. She has a rabbit as a pet.

The childminder is registered on the Early Years Register and when working alone may care for no more than three children in the early years age group at any one time. She also works with an assistant and when the assistant is present the childminder may care for no more than six children in the early years age group at any one time. She is currently minding 11 children in this age group on a part-time basis. She also offers care to children aged over five years. The childminder is registered on the compulsory part of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder and her assistant provide a well-planned and interesting environment for the children. The childminder sees each child as an individual and tailors her care to meet the children's needs and to help them to be fully included whatever their abilities. She provides a wide range of activities and has a growing understanding of how the Early Years Foundation Stage can support her work in monitoring children's learning and development. She is less well organised in implementing some of the documentation required or suggested by the Early Years Foundation Stage, for example, some aspects of the written risk assessments, notification in writing of her second assistant and sharing observation and development files with parents. She has not yet implemented effective self-evaluation as a tool to identify areas for improvement. Most importantly she has not completed the required training course within six months of being registered.

What steps need to be taken to improve provision further?

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

- attend a childminder training course (Suitable people) 30/11/2010
- notify Ofsted in writing of your husband taking on the 20/05/2010
role of assistant by completing and returning EY2
forms (Organisation).

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

- develop the observation recording to summarise children's progress towards the early learning goals in the six areas of learning, share this with parents and obtain their input to the records
- undertake emergency evacuations with the children and assistants to enhance their knowledge of the process
- update the written record of the risk assessments to include all types of outings
- develop the use of self-evaluation as part of an internal review to inform planning of future improvements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately. The childminder ensures that she and her assistant have adequate knowledge of child protection procedures, their ultimate role and what records need to be kept. This supports her in ensuring children are protected from harm or neglect. She has undertaken risk assessments for the premises and thought through risk assessments for outings and strives to maintain a safe and secure building. However, only risk assessments for the premises have been recorded which impacts on her ability to review her risk assessments for outings. Fire prevention equipment is in place but emergency evacuations have not been practised with children and her assistant to enhance their ability to cope in an emergency. All adults who work or live on the premises have been notified to Ofsted and checks have been undertaken but Ofsted has not been notified on the childminder's husband sometimes acting as an assistant.

The childminder has not yet used self-evaluation to systematically aid her in identifying strengths and areas for improvement in her provision. She has, however, reflected on some aspects of her work and has identified areas where she feels she needs to make changes, for example, the way observations are used to access children's progress. She has not attended the required course since registration but has secured a place on one in the future along with places on a number of other courses to enhance her knowledge in food hygiene and child protection.

The childminder places much emphasis on building partnerships with parents and has a range of ways of sharing information with them. Daily verbal exchanges with parents help her build partnerships with them to ensure continuity in the children's care between the home and the setting. These are supported by written daily diaries for babies noting information such as feeds, sleep times and activities. Parents have copies of written policies which gives them a further insight into how their child's care is organised. The childminder has not actively shared her observations of children's development with parents and so they are less well informed of their child's progress towards the early learning goals and the work done by the childminder in supporting and recording their child's learning. The childminder liaises with some other Early Years Foundation Stage providers who

also provide care to her childminded children to assist her planning of activities and assessment of children's development. She is aware of the need to forge links with providers who are more difficult to make contact with. The childminder understands the needs of the individual children she cares for and has organised her play space to allow children to access a wide range of appropriate equipment as well as quiet areas. She has also organised additional adult support through the use of assistants, this ensures that no child is disadvantaged and all children have their needs met appropriately.

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

The provision for children's learning, development and welfare is satisfactory. The children benefit from a childminder who works with an assistant most of the time, they can enjoy a lot of individual attention. This means that each child's interests and care needs can be catered for, for example, some children can be supervised during outdoor play whilst others can continue with their games indoors with another adult. The childminder has introduced a system for recording observations of children's achievements in a daily diary covering all the children who attend and links these observations with the six areas of learning. The next steps in children's learning are identified and incorporated into plans for future activities. Information from adult-led activity sheets also add to the picture of each child's development. Planning of activities covers children of all ages and abilities. The childminder is in the process of devising a profile of individual children's achievements which can be shared with parents. Currently there is no easy way for parents or the childminder and assistant to see how the children are progressing towards all aspects of the early learning goals or for parents to contribute their own thoughts to their child's profile. This impacts on the childminder's ability to monitor that a full range of activities covering all aspects of the six areas of learning are being provided for children and that information from parents on children's development is captured and acted on.

Children are settled and happy in the childminder's home. She uses interesting themes to stimulate and link a wide range of activities which keeps children well occupied. They enjoy lots of conversation to encourage their speech and share books, rhymes and songs to encourage an enjoyment of words and rhythm. Children are starting to make marks with a variety of pens, pencils and paints. Counting and identifying colour and shape are woven into the daily routines. The childminder provides a wide range of craft activities, for example, painting, gluing and dough. Recently they have made pictures with bird seed or collages of winter clothes, pictures which link in with recent themes. Children's pictures are valued and carefully displayed on the playroom walls. The natural world is explored during walks in the local area as well as through growing sunflowers or caring for the rabbit. Provision of equipment that extends children's knowledge of cultures and beliefs is satisfactory, and activities to extend their knowledge are also provided. Children have access to larger equipment in the local parks, giving them the opportunity to develop their balancing and climbing skills.

Children are encouraged to enjoy fresh air and walk to school whenever possible.

They learn about road safety but are not involved in emergency evacuation drills which limits their knowledge in this area. The childminder provides a healthy diet with an interesting six week menu, this is adjusted to children's individual needs. Clear procedures about personal hygiene help children develop ways to keep themselves healthy. The childminder manages the children's behaviour in a positive way, praising the children, using distraction and ensuring simple rules are clear to children. Children are making acceptable progress in developing skills for the future and the move to school when the time comes.

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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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 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:

- undertake a course approved by an English local authority designed to enable a childminder to meet the requirements of registration on the compulsory part of the Childcare Register (Qualifications and training). 30/11/2010