

Inspection report for early years provision

Unique reference number	EY304335
Inspection date	25/03/2010
Inspector	Adelaide Griffith
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 2005. She lives with her husband, two adult children and one teenage child. They live in Tamworth within walking distance of local amenities. The whole of the childminder's home is used for childminding. There is a fully enclosed area for outside play. The childminder has a dog and a few fish.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also cares for children aged over eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is able to support children with additional needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are comfortable at the childminder's where they are making reasonable progress in their learning and development. Children's welfare is basically safeguarded and their individual needs are generally addressed. The well-established partnerships with parents and other providers contribute positively to children's well-being. The childminder has started to identify some aspects of her provision that she would like to develop further. She demonstrates a suitable understanding of maintaining continuous improvements for the benefit of children and their families.

What steps need to be taken to improve provision further?

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

- take steps to complete a first aid paediatric course which is consistent with guidance set out in the Early Years Foundation Stage (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register).
- 16/04/2010

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

- develop further knowledge and understanding of the Early Years Foundation Stage to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

- increase the provision of resources that help children learn about disability
- obtain written parental permission for procedures including outings.

The effectiveness of leadership and management of the early years provision

Children are making adequate progress in their learning and development because the childminder has a sound understanding of the Early Years Foundation Stage. The childminder is aware of her responsibility to protect children and all adults living on the premises are vetted. Children are largely safeguarded due to the implementation of some procedures. For example, risk assessments are available for the premises and for outings. However, the first aid certificate does not meet the requirement for the Early Years Foundation Stage. This is a breach in regulation.

The childminder has some understanding of the self-evaluation process. She identifies strengths of the setting, such as the strong relationship with parents and the activities that promote children's development. The childminder has considered how she can make improvements by extending the collaboration with parents to address specific aspects of children's development. She shares information with parents on a daily basis and keeps them informed about their child's progress. The well-established relationship with parents is based on trust. Parents indicate there is consistent support given by the childminder in the care of their child. There is a positive partnership with other early years providers. The childminder shares information about children and implements activities that mirror those at other settings. This means that children benefit from continuity in their learning and development.

Children's individual needs are met as agreed with parents. Owing to a variety of activities children are encouraged to learn about other cultures. However, resources are not available to reinforce their understanding of disability. Most available resources are within children's reach and the childminder rotates these to ensure that interest is maintained in activities.

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

Children's learning and development are promoted through routine activities. When walking to venues the childminder encourages children to name the colour of leaves, to count trees and to talk about the seasons. Children's understanding of the world is further promoted through visits to the park where they become familiar with ducks and swans. The childminder talks constantly to the children and this appropriately encourages the development of their language skills. At times she encourages critical thinking by questioning, for example, why they wish to remove socks or shoes. Children are comfortable at the childminder's and enjoy activities, such as drawing. Children's mark-making skills are developing and they are beginning to use pencils with steady control. But they sometimes struggle to use scissors to cut paper. Books are available and children identify favourites which

the childminder reads as requested.

Resources are accessible and children select jigsaws which they spread on the floor before attempting to assemble them. They demonstrate reasonable problem-solving skills by removing resources at the front of the cupboard to access those at the back. Children count to eight unaided but have not yet developed the recognition skills to identify some numbers correctly. The childminder provides challenges by linking the learning of numbers and letters to a preferred activity, for example, painting. The childminder demonstrates an appropriate understanding of promoting all areas of learning. For this reason she carries out observations regularly. The developmental stage is identified but the next steps in learning are not consistently included. Nor are they linked to the early years framework. Although plans are available to indicate activities that can be implemented these are not consistently linked to observations. This means that children's learning is not always focussed on their needs.

Children are gaining some understanding of staying safe. On walks to nursery they explain road safety procedures. However, the childminder has not practised fire drills. This means that children are exposed to potential hazards. Children demonstrate an adequate understanding of maintaining personal hygiene. They wash hands unaided and wipe noses when reminded. They are regularly encouraged to develop self-help skills. After play they put away toys and they are beginning to put on their shoes with minimal assistance. Parents provide packed lunches which are stored appropriately. Children eat fresh fruit and access water freely. Children are generally well behaved and comply with requests. Owing to various reminders they are developing the habit of saying 'please' and 'thank you' as appropriate. This means that children's interpersonal skills are largely promoted.

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	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	2
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	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:

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) (also applies to the voluntary part of the Childcare Register) 16/04/2010
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 16/04/2010

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 early years section of the report (Welfare of the children being cared for) (also applied to the compulsory part of the Childcare Register) 16/04/2010
- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints). 16/04/2010