

## Inspection report for early years provision

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<b>Unique reference number</b>	255752
<b>Inspection date</b>	22/03/2010
<b>Inspector</b>	Lesley Jane Bott
<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 has been registered since 1986. She lives with her husband in Dudley.

The whole of the ground floor is used for minding including the toilet facilities. There is a fully enclosed rear garden laid out to lawn, patio, bark-chipped play area and decking. The family has one dog.

The childminder is registered to care for a maximum of six children under eight years of whom no more than three may be in the early years age range and is currently minding seven children all on a part-time basis. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local parent and toddler group and is an active member of the Dudley Childminders Support Group responsible for the administration of her equipment library.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development and enjoy their time at the setting. The children's welfare and safety is well-promoted in most areas. Children are cared for in a warm and welcoming family-orientated environment where they settle easily and are very much at home. The childminder has started to evaluate the impact of her practice on children's outcomes and has a realistic view of current practice and how to develop further. There is a sound commitment to this aspect and the childminder is eager to utilise further training thereby demonstrating a sound capacity to maintain continuous improvement.

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

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

- ensure that written permission prior to administering medication is in place (Safeguarding & promoting children's welfare) 12/04/2010
- ensure that information about who has legal contact with the child and who has parental responsibility is in place (Safeguarding & promoting children's welfare) 12/04/2010

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

- ensure that children wash hands before eating meals
- develop further knowledge and understanding of the Early Years Foundation

Stage and improve on the systems for evaluating the impact of the provision on improving outcomes for children, building on key strengths and prioritising aspects for further development.

## **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 the well-worded policy. She regularly attends training to up-date her practice and has recently attended a Level 2 Child Protection Course. Children's safety is further promoted through the comprehensive risk assessments that are carried out to minimise hazards to children both on and off the premises. Whilst there are clear procedures for safety followed by the childminder when taking children on outings and trips, written consent for medication is not obtained from parents prior to administering any medicines.

The childminder works very positively with parents, carers and other providers involved in the delivery of the Early Years Foundation Stage in order to promote consistency and promote children's individual needs. The childminder works closely with parents and carers to ensure children's individual needs are known and met in the inclusive environment offered. Children's learning and development records are shared with parents although the childminder has not yet started to involve them actively in their children's learning and development. Similarly, whilst verbal exchange takes place with parents on a daily basis the childminder is still developing her relationships with other providers involved in the delivery of Early Years Foundation Stage, to ensure consistency and coherence.

She has undertaken some initial self-evaluation, and although this identifies some priorities for development, such as the paperwork, this is still to be addressed. Whilst most of the required documentation is in place and readily available for inspection, some information has not been updated to reflect the implementation of the Early Years Foundation Stage hindering how parents can be fully informed of matters affecting their children's welfare. For example, the registration form does not include information from parents on who has legal contact with the child; and who has parental responsibility.

The organisation of the premises enables children to make their own choices as they play. The resources and equipment are in good condition and age appropriate, in addition to being of sufficient number to ensure all children are happily occupied. Children gain a sense of community as they have the opportunity to visit local venues such as the nearby park and the local Sure Start Centre on a regular basis. They also participate in observing festivals and celebrations from various cultures and religions to broaden their understanding of the diversity of their world.

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

Children are happy and settled in the homely, family-orientated environment offered by the childminder. Children are confident in approaching the childminder for reassurance and support as she engages in their play. This promotes their self-esteem as they feel secure and valued. They enjoy a variety of activities and resources, making choices from the frequently rotated equipment which is offered daily by the childminder. Children's work and various posters are displayed around the room for the children to point out to visitors and raise their own self-esteem. The younger children were able to recognise and point to the frog, and also recall the different colours of the animals on the poster.

Effective use is made of the equipment and children's personal interest to promote their learning and development. For example, one child who attends nursery discussed the topic on emergency vehicles and the childminder realised that she did not have a fire engine in her resources so bought one to build on his interest. Effective questioning and discussion is prompted by the childminder to encourage critical thinking. The shape of the train track is considered and care is taken by the child to solve the problems of fitting various pieces together correctly to enable the trains to go round continuously. The childminder encourages the child's development as she advises on how to hold the dinosaur stencil while the child drew around it to ensure that it stayed in place.

Children develop their independence as they select their activities and attend to their own personal needs appropriate to their ages and stages of development. The layout of the setting allows the children to use the floor for large equipment such as the train track, but also sit at the table and chairs to colour or use shape sorters. Older children are encouraged to become involved in simple cookery activities to raise their awareness of where foods come from, what ingredients constitute a healthy, tasty meal and to develop their own skills in preparing simple snacks for themselves. For example making chicken nuggets themselves and baking cakes. The younger children enjoy the treasure basket looking at the wooden objects and pointing to the brush, understanding that it is for brushing their hair.

Children learn about maintaining a healthy lifestyle and their health is carefully promoted through the continued use of familiar hygiene routines. However, at the time of the inspection the children did not wash their hands prior to eating their morning snack. Children's behaviour is managed very effectively as the childminder offers sensitive support to teach children about sharing and considering the needs of others. Consequently children show deep regard for each other, helping to tidy up collectively and share toys and equipment.

## 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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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