

Inspection report for early years provision

Unique reference number	EY399755
Inspection date	25/05/2010
Inspector	Patricia Webb
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 2009 and lives in Wolverhampton with her husband, a three-year-old daughter and one adult son. The whole of the ground floor of the property is used for childminding and access is via one step into the home. Toilet facilities are available on the ground floor with additional use of the first floor bathroom. There is a fully enclosed garden available for outside play. The family has two dogs, one rabbit and some goldfish.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are benefiting from the caring and earnest approach the childminder gives to her practice. She knows the children well and provides enjoyable activities that promote their overall development and learning appropriate to their ages and stages. Effective partnerships are in place with parents and carers to ensure relevant information is exchanged and secure arrangements are in place to identify and meet individual needs. The childminder is implementing the Early Years Foundation Stage positively, however some aspects of documentation are not fully in place. She is keen to improve her practice although the process of identifying and prioritising areas for future development are not in place as yet.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises including their hours of attendance (Documentation; this also applies to the compulsory and voluntary parts of the Childcare Register) 11/06/2010

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

- improve further the arrangements for safeguarding by ensuring that the procedure is clear for reporting concerns
- develop further the self-evaluation process to identify any gaps in provision and prioritise areas for future improvement

The effectiveness of leadership and management of the early years provision

The childminder has a suitable knowledge of safeguarding children. She is aware of the known indicators to look out for and shares her duty of care in this aspect with parents and carers through a comprehensive policy. However, whilst she is aware of who to contact when reporting such concerns, the contact telephone numbers for the relevant agencies are not readily to hand. This has the potential to hinder how swiftly a concern may be reported. Very comprehensive risk assessments are carried out daily and more formally at six monthly intervals to ensure children's safety and well-being is prioritised. All adults in the household have undergone vetting as part of the registration process and the childminder is aware of ensuring that children are never left alone with anyone who has not been vetted.

The childminder has developed a detailed set of policies and procedures outlining her ethos and the childminding arrangements. These are shared with parents so that information can be exchanged in order to meet individual needs effectively. However, the childminder has not yet developed a daily record of the days and hours of the children's attendance and this is a breach of a legal requirement. She engages with parents on a daily basis to pass on achievements and how children have been during their time with her. She is aware of building relationships with other providers who may be involved in the children's early years experiences but as yet this aspect is not applicable. Inclusive practice is developing as the childminder prepares to use skills and knowledge gained from recent relevant training to assist all children. For example, she has attended sessions on baby-signing and is aware of how such strategies can aid young children in their communication. Posters and resources are used to promote children's developing awareness of the diversity of their world. They freely access books, songs and dolls depicting positive images of race, culture and ability, learning to consider the differences in society.

Implementing the Early Years Foundation Stage, the childminder is aware of how activities and practice enables children to make steady progress although she has not yet considered systems for assessing the impact of her service on outcomes for children. This has led to some gaps in the provision although she is aware of her strengths in offering a warm and very child-focused environment where children can feel settled and secure. She demonstrates the capacity for on-going improvement through organising relevant training and is shortly undertaking a National Vocational Qualification at level 3 in early years childcare and education.

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

Children are making generally sound progress in their learning and development, supported by the enthusiastic and caring childminder. They are settled and relate very positively with the childminder and members of the family, gaining social skills and confidence in a home environment. The childminder has started to undertake

pertinent observations of young children as they develop and meet their milestones. Assessment is clearly linked to the areas of learning and indicates the planning for the next steps in their achievement. Photographs accompany the assessments enabling parents to see how their children engage in activities and make steady progress.

Mindful of the children's ages and stages, activities are often spontaneous as children make choices about their play. Enjoying playing outside in the sand tray, the childminder uses this resource effectively to promote early mark making. Children stamp and jump up and down and their footprints are pointed out by the childminder as they see the different patterns from their shoes. Children select their favourite books and settle for stories with confidence. PC Polly is a firm favourite as the childminder recalls how children join in with the familiar repeated phrases becoming aware of the sounds of the letters. They enjoy moving the magnetic letters on the fridge as they copy the phonic sounds. They are learning numbers as they use the hopscotch mat to count and jump the correct number of spaces. Swaying and dancing to the music, they develop a sense of rhythm and are able to operate simple technology such as the robust stereo to extend their activity. They visit various local amenities and venues to broaden their awareness of the community in which they live such as a nearby animal centre, shops and parks. They benefit from the sensitive and encouraging support offered by the childminder as they test their confidence and prowess trying out differing sizes of slides and wheeled toys. This results in a child showing great delight and pride as he manages to climb the larger side and shoot down giggling. Chasing the bubbles they have blown becomes a challenge as they develop co-ordination in dipping and blowing with gusto.

Children are learning about healthy lifestyles and their health is effectively promoted through sound hygiene practice implemented appropriately. They enjoy nutritious meals and snacks, munching on the fresh apple prepared for them by the childminder. Careful checks are carried out on the storage of foods to prevent spoilage and records are kept of refrigerator temperatures. Children understand the importance of hand washing and use individual flannels and towels to reduce the spread of infection. They behave well, supported by the childminder's gentle reminders about their safety and use of equipment. They are beginning to learn about sharing and being mindful of others' needs as well as their own. Their achievements and efforts are frequently praised by the childminder as she understands the importance of promoting their self esteem and encouraging positive behaviour.

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	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	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 (Records to be kept) 11/06/2010

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 (Records to be kept) 11/06/2010