

Inspection report for early years provision

Unique reference number	209392
Inspection date	19/07/2010
Inspector	Jasvinder Kaur

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 2001. She lives with her husband in Lichfield, Staffordshire. The whole of the ground floor is used for childminding and the bathroom and small front bedroom upstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in the early years age group, on a part-time basis. The childminder also offers care to children over five years. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The childminder takes and collects children from the local school and nursery. She is able to attend the local toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children generally make steady progress in the early learning goals, supported by the childminder, who has a satisfactory understanding of implementing the Early Years Foundation Stage framework. The premises are welcoming, and resources are generally organised to enable independence in the choice of activities for children. Successful links with parents and other providers ensure that the needs of all children are well met. Implementation of policies and procedures ensures children's welfare, health and safety is promoted and provides inclusive practice. Systems to evaluate practice are usually implemented in identifying both strengths and areas for ongoing improvement to advance outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the use of observation and assessment to identify children's learning priorities and plan motivating learning experiences for each child
- update the complaints procedure in line with the current legislation
- ensure suitable and age-appropriate furniture is provided at meal times.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect, as the childminder has sound understanding of the signs and symptoms of abuse and Local Safeguarding Children Board procedures. She shares appropriate documents with parents to

ensure they understand her role in protecting children. The adults within the provision have undergone effective vetting procedures. The childminder carries out thorough risk assessments, and takes appropriate action to manage or eliminate risks. All areas within the home are hazard-free, and all equipment and toys are safe to use. Children use their initiative and take responsibility for their own safety. Their understanding of safety is enhanced through regular input from the childminder during play and through daily routines. The childminder takes positive steps to protect children from the spread of infection, because she has implemented a procedure to exclude any with infectious illnesses.

The childminder has shown some capacity to make improvements. She updates some of her professional skills by attending training and workshop sessions. Children's care and welfare is therefore suitably endorsed. Most required policies and procedures and children's records are suitably maintained, although the complaints procedure lacks the necessary details. The childminder provides a facility that is inclusive for all children and their families. For the most part, children use the resources imaginatively and follow their natural curiosity as learners because of the suitable maintenance and organisation of play equipment. However, at lunch times the furniture provided is inappropriate to their age and stage of development.

Children develop their knowledge and understanding of the wider world through a suitable range of activities and resources that promotes diversity and anti-discriminatory practice. Their care and education is adequately promoted through valuable links with parents and carers. Their learning needs and development are discussed, and appropriate information is sought from parents on an ongoing basis, and on admission. There are suitable arrangements to develop partnerships with other professionals, such as local pre-school staff, to discuss the continuity of children's learning.

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

The children are mostly occupied and contented in the childminder's house. She creates a homely environment in which children easily settle, hence they are able to establish a positive relationship with the childminder, chatting with her freely and letting her know about their needs. The childminder works effectively with other providers and has commenced a practice of observing and assessing children's learning. However, her findings are not yet sufficiently utilised to identify children's learning priorities and to plan motivating experiences. Consequently, children are not sufficiently challenged towards the early learning goals.

Sufficient opportunities are provided for children to develop their writing and mark-making skills. They are eager to engage adults and peers in conversation and talk freely about their experiences at home and at nursery. They are encouraged to use phonic knowledge to read and to write their own names. A suitable selection of books is readily accessible, and children enjoy listening to stories. They have opportunities to use their imagination in music, role play and a suitable range of arts and crafts, together with baking gingerbread men, drawing, colouring and

sponge painting. Textures and sensory experiences, including play dough, clay and water play, support children's skills.

Children are encouraged to develop the knowledge and understanding that helps them make sense of the world and environment. They visit their local supermarket, church and cathedral, and take regular walks to the local park to feed the ducks. Children can observe the changes in season and collect leaves for making collages. They have been growing spring onions, and are attaining basic skills through operating electronic toys to develop their understanding of technology. Children acquire an understanding of numbers through a suitable range of activities. They are encouraged to recognise numerals in books and on toys, and count everyday objects.

Children enjoy a good range of both indoor and outdoor physical activities that contribute to a healthy lifestyle. They walk to their local facilities on a regular basis and take part in physical play at their local park. At lunch times, children enjoy a sociable and relaxed atmosphere with their peers. Drinking water is accessible throughout the session. They routinely follow good hygiene practices, such as washing hands before eating and after messy play or using the toilet. The childminder adopts good practices in relation to storing and preparing packed lunches.

Children behave well, demonstrating an understanding of the set boundaries and expectations of the routines within the home. They are happy and confident, as the childminder adopts a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	2
The extent to which children adopt healthy lifestyles	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met