

Inspection report for early years provision

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Inspection date	06/01/2011
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 2003 and works with an assistant. She lives with her husband and daughter aged eight in the Sedgley area of Dudley. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered to care for a maximum of five 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. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local school and nursery. She has recently gained an appropriate early years qualification to NVQ Level 3.

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 effectively organised to encourage children's independence in the choice of activities. Positive partnerships with parents mean children's needs are appropriately met. Implementation of policies and procedures mostly ensures children's welfare and safety is promoted. Although systems to evaluate practice are implemented in identifying both strengths and areas for improvement, not all specific requirements are met to advance outcomes for children.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (Also applies to the compulsory part of the Childcare Register) 13/01/2011

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

- develop further observation and assessment of children to identify their achievements clearly in all areas of learning in order to plan next steps effectively in the early learning goals

- extend opportunities for children to develop further their creative talents through planning and organising appropriate resources on a regular basis
- take reasonable steps to minimise hazards to children, with particular reference to the fireguard and electric sockets.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect in relation to safeguarding issues, as the childminder has a reasonable understanding of the signs and symptoms of abuse and Local Safeguarding Children Board procedures. Appropriate vetting procedures ensure adults having regular contact with children are suitable. The childminder takes some reasonable steps to eliminate hazards both indoors and outdoors. However, some socket covers are not in place and the fireguard is not securely fixed. Moreover, she does not maintain a risk assessment record of aspects checked and when they were checked. This compromises children's safety. Children are, however, encouraged to adopt safe and responsible habits through regular input from the childminder during play and daily routines. They are protected from the spread of infection, because there is a good procedure in place to exclude any with infectious illnesses.

The childminder has shown some capacity to make improvements. She updates her professional skills to a fair extent by attending training and workshop sessions. Most policies and procedures have been devised or modified in line with the Early Years Foundation Stage, and are shared with parents. The childminder regularly expands her collection of resources to meet the children's development needs. The childminder places sufficient emphasis on ensuring practice is inclusive. Children are confident and demonstrate a sense of trust and security. Toys and resources are deployed to provide free choice, thus encouraging children's independence and supporting their self-confidence and learning.

Parents are kept informed about the childminder's practice and the provision through daily verbal communication. Appropriate information is sought from parents about their child on an on going 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

Children are contented and confident in familiar surroundings, as the childminder creates a stimulating and family oriented environment. They play happily with self-selected toys. The childminder spends the majority of her time engaging and playing with the children. The childminder is keen to develop her understanding of the Early Years Foundation Stage and has commenced a practice of keeping children's profiles. However, her findings are not sufficiently wide-ranging to identify children's achievements towards all six areas of learning. This means

children are not effectively challenged to make progress in the early learning goals.

Children extend their communication skills by routine activities such as singing nursery rhymes and listening to stories. The selection of books encourages children's talents. They develop their vocabulary as they take pleasure in talking to familiar adults, making and listening to a variety of sounds and creating personal words as they begin to develop language. Children have opportunities to express their imaginations through music, role play and the use of some art and craft materials, though opportunities to broaden children's sensory experiences are rather limited. This means children's creative talents are not sufficiently supported.

Children develop understanding of numbers and shapes through daily routines and play, such as matching and sorting shapes and colours and categorising toys according to size. Children relish their achievements, including being able to fit jigsaw pieces into place. Sufficient opportunities are provided to develop their physical skills such as pressing, banging, tapping, shaking and holding objects and toys. They regularly go for walks in the area and take part in physical play at their local park. Children develop their knowledge of the environment, as they observe seasonal changes and visit local farms, which keep animals such as horses. They show interest in toys with buttons, flaps and simple mechanisms and learn to operate them.

Meal and snack times are sociable and relaxed and drinks are always readily accessible to children. They routinely follow hygiene practices such as cleansing hands before eating. The childminder adopts good procedures in relation to storing and preparing packed lunches. Children are happy and enjoy being with familiar adults. The childminder uses an encouraging 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	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	2
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 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 (also applies to the Voluntary part of the Childcare Register) 13/01/2011
- keep a written statement of procedures to be followed for the protection of children in line with the Local safeguarding Children Board (Arrangements for safeguarding children)(Also applies to the Voluntary part of the Childcare Register) 13/01/2011

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 (also applies to the Compulsory part of the Childcare Register) 13/01/2011
- keep a written statement of procedures to be followed for the protection of children in line with the Local safeguarding Children Board (Arrangements for safeguarding children)(Also applies to the Compulsory part of the Childcare Register) 13/01/2011