

Inspection report for early years provision

Unique reference number	EY229953
Inspection date	09/03/2011
Inspector	Rachel Wyatt
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 2002. She lives with her three children aged 17, 14 and 11 in Tipton, within walking distance of schools, parks and shops. The whole of the ground floor of the childminder's house and a first floor bathroom are used for childminding, and there is a fully enclosed garden for outside play. There are stairs to the first floor. The childminder has a rabbit.

The childminder is registered on the Early Years Register. 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 this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder walks to local schools to take and collect children and attends nearby toddler activities. 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.

The childminder has improved her systems to enable her to better assess and meet each child's interests and needs. Positive partnerships with parents ensure she works well with them to support children's progress, to ensure they are safeguarded and that their health and safety are promoted. Partnerships with other agencies and providers working with children are, however, less well defined. The childminder is keen to make improvements as demonstrated by her attendance at training courses and the changes she made following an external quality assurance assessment. However, her ability to sustain improvement is inhibited by the lack of consistent evaluation to enable her to promptly identify and tackle any gaps, for instance in her knowledge of certain aspects of the Early Years Foundation Stage or how she presents information to parents about her registration.

What steps need to be taken to improve provision further?

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

- display the certificate of registration (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register).

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

- improve knowledge of the six areas of learning covered by the early learning goals for children in the Early Years Foundation Stage, in particular with regard to the early learning goals for problem solving, reasoning and numeracy and knowledge and understanding of the world
- develop the opportunities for partnership working where children receive care and education in more than one setting
- improve the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder has clear safeguarding policies and procedures and knows what action to take if she has any concerns about a child's welfare. She encourages parents to read her policies and procedures so they understand her role to protect children from harm. Children's welfare is further supported as the childminder explains to parents how her and other household members' suitability is checked. She also obtains all required agreements and information about children and their families before each child starts. However, it is not immediately apparent to parents that the childminder is registered as she does not display her certificate of registration, which is an Early Years Foundation Stage requirement.

The leadership and management are satisfactory. Children are looked after in a comfortable, welcoming environment. The childminder supports and encourages children, ensuring that they enjoy themselves and that their care routines are well-managed. She promotes inclusive practice, for instance increasingly reflecting children's interests and learning priorities in her selection of toys and the way activities are planned and organised. She works with parents to support children with special educational needs and/or disabilities and is aware of suitable strategies to foster the communication of children who speak English as an additional language. The outcomes for children are improved as the childminder has recently implemented several changes in order to enhance her provision. This includes improving links between her assessments and planning, developing more robust systems to monitor safety, and providing a full range of written policies to share with parents. Her ability to sustain improvement is supported by her personal research, attendance at training courses and responding to assessments by her early years development worker. However, the childminder lacks a clear system for evaluating her childminding on an ongoing basis, to enable her to be proactive about identifying her strengths and addressing areas for development.

The childminder has sound partnerships with parents but these are less well developed with other agencies and with providers of other settings children attend. This inhibits her from working with others to ensure consistent strategies are in place to promote children's welfare and progress when other professionals and/or providers are involved in children's care and learning. From the outset, parents are well informed about how the childminder operates and the range of her provision. She has clear agreements with parents about their children's care, and ensures

they have regular feedback about their child's activities, routines and achievements.

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

Children are happy and contented, enjoying activities at the childminder's home and at the other places they visit. The childminder joins in children's play and generally supports them well so they remain involved and interested. Toys and activities are in the main relevant and appropriate to children's ages and stages of development. The childminder knows each child's abilities and interests quite well as she has recently introduced more robust systems for observing and assessing their progress. She regularly observes children and is beginning to identify their individual learning priorities, increasingly using these to guide her planning. However, the childminder's support and planning for each child is partially limited by her lack of confidence in promoting certain areas of learning.

Overall children make satisfactory progress and develop appropriate skills for the future. They are keen to join in activities, and with the childminder's help often concentrate and persevere. Their choices and independence are fostered. For example, they can help themselves to some toys, make choices about what to eat and drink during snack and meal times, and they become increasingly independent in seeing to their personal care and hygiene. Children behave well. The childminder encourages their good manners, sharing, turn taking and being kind. She provides some opportunities for children to learn about each other's backgrounds and about the lives and customs of others, for instance during Chinese New Year. Children become confident speakers as the childminder chats easily to them. She encourages babies' responses and smiles, and promotes older children's conversations. She provides children with some suitable toys and puzzles to support their counting and recognition of colours and shapes but lacks confidence to extend this aspect of their learning to include matching, sorting and simple problem solving. Children's exploration of different materials and appreciation of how things work, change and react is also inhibited by the childminder's lack of knowledge of this area of learning. Children are active, relishing regular outside and energetic play. They are imaginative, acting out roles, dressing up and enjoying various art and craft activities, for example, at the local library.

Children's welfare is promoted satisfactorily. Their care, health, dietary and cultural needs are understood and effectively met by the childminder. She has a current first aid qualification and ensures children have prompt appropriate treatment if they have an accident, become unwell or need medication. Appropriate records are kept of accidents and medication and the details are shared with parents. Children develop an understanding of the features of a healthy lifestyle. They know why and when they should wash their hands properly, and make generally healthy choices about what to eat and drink. Children confidently use wheeled toys, and balance, climb and move in different ways. The childminder supports babies in developing confidence and stamina in movement. For example, she provides them with suitable equipment and toys to encourage their crawling, standing up and

emergent walking. Children are kept safe as the premises are secure and free from hazards. They are well supervised and the childminder's effective risk assessments are used to monitor their overall safety, with prompt action taken to reduce risks and to ensure regular checks are carried out. It is clear children feel emotionally secure when they are with the childminder. She is kind, caring, calm and receptive to their changes in mood. Children know about the correct use of equipment and toys and how to safely move around the premises. The childminder and children talk about safety matters, such as, road safety and what to do in an emergency, and they take part in practise evacuation drills.

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	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	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	2
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 (Certificate of Registration). 09/03/2011

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 (Certificate of Registration). 09/03/2011