

## Inspection report for early years provision

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<b>Unique reference number</b>	EY285757
<b>Inspection date</b>	22/03/2011
<b>Inspector</b>	Patricia Dawes
<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 was registered in 2004. She lives with her husband who is also a childminder, and their two children aged 14 and three years in Smethwick, West Midlands. Childminding takes place in the living room, front room, play area and veranda. The toilet used by the children is off the play area and two bedrooms are used for overnight care. There is a fully enclosed veranda available for physical play.

This provision is registered by Ofsted on the early years register and both the compulsory and voluntary parts of the Childcare Registers. The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently three children on roll in the early years age range. She occasionally minds with her co-childminder, and together they may care for a maximum of five children. Both childminders have share equal responsibility for the childminding service.

The childminder makes use of local facilities, such as, parks, shops and the library. She collects children from the local schools. She receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are able to play in a safe welcoming and inclusive environment. Most documentation is maintained well and some relevant policies and procedures are in place. Children are making satisfactory progress towards the early learning goals; however planning, observation and assessments processes are in the early stages. Partnerships are being established with parents and other professionals to ensure children's individual needs are met and their welfare and learning is supported. The childminder shows commitment and capacity to improve the quality of her care through reflective practice and is able to identify her strengths and areas requiring development, although she has yet to devise her own system to record this.

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

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

- improve the record of the risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) 04/04/2011
- ensure that all legally required children's records and attendance records are maintained and made available at inspection (Documentation) 25/03/2011

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

- provide resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- improve the two way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are adequately safeguarded because the childminder has a sound knowledge and understanding of the Local Safeguarding Children Board procedures. The childminder shares child protection good practice guidance and procedures with parents. Vetting procedures include all adults in the household undergoing Criminal Record Bureau checks to ensure they are suitable to have contact with children. Whilst the children play in a mostly safe environment the childminder has yet to risk assess all areas of the premises and record any outings she undertakes with the children. There are systems in place to record accidents and medication; however, parental consent to seek emergency medical treatment is not in place for children and children's attendance records are not fully completed. This has the potential to compromise children's well-being. All records are stored to ensure confidentiality.

The childminder is friendly and caring and this helps children to feel at ease and secure in the setting. Children are happy to play independently and the childminder is always close at hand to offer support. The childminder is beginning to develop her understanding of how to help children learn about a wider society and children explore the local environment. She demonstrates a positive attitude to inclusion and offers a warm welcome to all children. However, resources that reflect positive images of diversity are limited. The childminder makes good use of the space available in her home including providing the veranda as the area for physical play in place of the unsuitable garden. Children can choose from the resources available to them and are able to direct their own play. They enjoy a varied day, with regular outings to a local park and play venues. This helps children develop their social skills and confidence.

The childminder records information about children's individual care needs and ensures parents are kept informed about their child's daily routine and achievements through daily discussions. However she does not always gather key information about children's development and interests to help them settle in and progress. The childminder recognises the importance of working with other professionals and is in the process of making appropriate links with the nursery in order to meet the children's needs support continuity of care and learning.

The childminder has undertaken some informal self evaluation of her provision, and has some understanding of her strengths and areas for improvement. She has addressed the recommendation from her previous inspection which demonstrates her commitment to improving her practice. Her vision for the future is to continue to improve her knowledge and skills through further training, thoroughly review all documentation and develop her skills of reflective practice to improve outcomes for children.

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

Children make satisfactory progress in their learning and development within the Early Years Foundation Stage. The childminder creates a comfortable and relaxed environment for children and this helps them to develop a sense of belonging. The childminder is developing her knowledge of the Early Years Foundation Stage; she focuses on children's enjoyment of activities and incorporates learning experiences as they play. Planning and assessment systems are in the development stage. The childminder has not yet started to complete initial observations and use these to plan the next steps in children's learning.

Children have satisfactory opportunities to be physically active and creative. They like painting, cooking, colouring and sticking activities. The childminder interacts effectively with the children and they enjoy her involvement in their play, especially while riding bikes in the veranda. Children have opportunities to develop their skills to draw pictures and practise writing their name. Children's language and communication skills are fostered appropriately, they look at picture books to develop their vocabulary, listen to stories with enjoyment and like to sing songs. Children's understanding of numbers and problem solving is supported well. They explore shape, size and colour as they play with shape sorters, puzzles, and building blocks. The childminder helps children develop their knowledge and understanding of nature. They talk about caring for the environment and learn about life cycles as they watch chrysalises grow into butterflies and setting them free. However, within the home environment children's access to a selection of resources depicting positive images of diversity is very limited and does not promote children's knowledge and understanding of the wider world.

Children's welfare is promoted and the childminder is developing her portfolio, including a range of written policies and procedures to share with parents. The childminder has a calm approach to behaviour management. She praises children in their achievements and encourages them to get on well together. Good behaviour is promoted through discussions based on the child's level of understanding, with reminders about sharing space and resources. Children's awareness of keeping themselves safe is developing well. They learn about road safety and stranger danger whilst on outings and how to use equipment and toys in a safe way. Suitable procedures are in place to prevent the spread of infection, for example, procedures for hand washing at appropriate times and the exclusion of sick children.

Children learn to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers or using scissors and knives safely. They are happy and confident, as the childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity. The childminder holds a valid first aid certificate; this ensures she can treat children appropriately in the event of an emergency. Children routinely follow good hygiene practices, such as, washing hands. Children's dietary needs are met and details of any individual needs are recorded. All children enjoy the benefits of nutritious and well balanced foods and drinks which the childminder provides to ensure children are kept healthy and hydrated.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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 (Suitability and safety of premises and equipment) 04/04/2011

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 (Suitability and safety of premises and equipment) 04/04/2011