

## Inspection report for early years provision

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<b>Unique reference number</b>	EY417741
<b>Inspection date</b>	15/11/2011
<b>Inspector</b>	Jan Burnet
<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.

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## Description of the childminding

The childminder was registered in 2010. She lives in Bromsgrove with her two children aged three and four years. Children play in the designated playroom and the lounge on the ground floor. There are toilet facilities on the ground floor. A secure garden is registered for outdoor play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children aged under eight years at any one time and of these, two may be in the early years age group. When working with another childminder they may care for six children under eight and of these, four may be in the early years age group. The childminder is able to walk with and/or transport children to and from the local school. She is currently caring for one child in the early years age group, before and after school.

The childminder is a member of the National Childminding Association. She holds a level 3 early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder's understanding of the Early Years Foundation Stage is sound as she promotes children's care needs appropriately and meets their individual developmental needs generally well. The childminder addresses health and safety satisfactorily, although documentation does not fully support practice and procedures are not fully addressed. Information obtained from parents is sound, but a legal requirement is not met with regard to sharing information with parents. The childminder ensures that all children are valued and included and information obtained from parents helps her to identify and address children's differences. However, opportunities for children to learn about diversity are limited. The childminder is aware of her strengths and areas for improvement and uses this awareness to begin to review her practice.

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

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

- make sure that all required information is provided for parents; with specific reference to policies and procedures (Safeguarding and promoting children's welfare) 16/12/2011

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

- make sure that the risk assessment record is reviewed in line with any action taken following a review of practice; with specific reference to the garden
- practise the fire drill and record details in a fire log of any problems and how they were resolved
- develop a policy and practice for promoting and valuing diversity and difference to extend children's knowledge and understanding of their wider society.

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

The childminder provides a warm and welcoming environment. Welfare requirements are being met appropriately in order to promote children's health and safety, but not all practice is included in the risk assessment record. The garden is currently being changed to include an area of decking and until complete the childminder has made it out of bounds to the children. She identifies safety issues but has not reviewed her risk assessment record. The childminder explains the fire procedure but children are not aware of it because it has not been practised. She is aware of her responsibilities with regard to supervising children in her care. Necessary checks for herself and her co-childminder have been completed and she ensures that children are never left unsupervised with a person who has not been vetted. The childminder is aware of her responsibility with regard to protecting children from abuse. She has comprehensive information on the Worcestershire Safeguarding Children Board procedures and the National Childminding Association safeguarding policy. However, a legal requirement is not met because this policy and policies on complaints, illness, equal opportunities, medication, a lost child and a child not collected at the agreed time are not shared with parents.

The childminder is aware of the benefits of self-evaluation. This is at an early stage as she began childminding in September 2011. She has experience of working in a day nursery, most recently with babies and so identifies a priority for improvement as ensuring that the developmental needs of older early years children are met. Support from local authority advisors is welcomed and the childminder would like to attend food hygiene and behaviour management training. The childminder makes sure that a good range of resources are appropriate to children's individual ages and stage of development and that toys are maintained in a good state of repair.

Admission information from parents is satisfactory. In discussion, the childminder explains how she will ensure the needs of children with special educational needs and/or disabilities, and English as an additional language are met. For example, by obtaining as much information as possible about each child's individual needs from parents and by agreeing with them how they can work together to meet these needs. She is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

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

The childminder has a sound knowledge and understanding of how children learn and develop. As a result, children make progress in their learning. She makes sure that children are challenged to reach next learning steps in accordance with their stage of development and their interests. Children are confident, happy and settled. The childminder ensures that children feel emotionally secure by building good relationships and creating a welcoming child-friendly environment. Children are praised for positive behaviour and their achievements. The childminder ensures that children develop an awareness of consideration for others, sharing and turn taking. Children are able to choose and select from a generally good variety of resources, however, these do not currently include ones that reflect diversity and opportunities for children to learn about how other people live are limited.

Children make marks in sand and dough and with printing and writing materials. Older children are able to draw with very good detail, write their own name and the names of others in their family. The childminder makes sure that children's language development is promoted by asking them open-ended questions, particularly about things that they are most interested in. Children are able to select books about their favourite things, such as dinosaurs and snakes and super heroes. Children count and name colours and shapes as they play. They recite numbers and the childminder encourages them to count with one-to-one correspondence. Children use mathematical language, for example as they talk about the different sizes of dinosaurs.

Children's creativity is promoted effectively. They enjoy a range of art and craft activities and role play resources. Children repeat situations familiar to them in their role play. A favourite pastime is 'playing schools'. They repeat the exercise session that the teacher plans for the beginning of each school day and they mark off children on the pretend register with pads and pens. Children are active and practise physical skills and gain confidence as they use equipment at the park. They learn how to keep themselves safe, for example, road safety. They learn how to protect their own health for example, good hygiene practices and healthily eating.

## 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	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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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