

Inspection report for early years provision

Unique reference number	260534
Inspection date	17/11/2011
Inspector	Dianne Sadler
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 and one child aged six years in Wythall near Birmingham. The whole of the premises is used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time, two of whom may be in the early years age group. There are currently six children attending in total, five of whom are within the Early Years Foundation stage.

The childminder takes and collects children from local schools and preschools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care and overall make good progress in their learning. The childminder is developing her system to observe and assess children's achievements. She promotes strong relationships with parents and most policies and procedures are effective in practice. The childminder demonstrates the ability to maintain continuous improvement. However, she is not fully aware of some of the detail of the Early Years Foundation Stage which results in two welfare requirements not being met.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of procedures to be followed in relation to complaints and review and update the written procedure in line with requirements (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 27/11/2011
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 27/11/2011

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

- develop further the system to observe and assess children's learning towards all the early learning goals
- ensure the risk assessment covers anything with which a child may come into contact

- improve further the steps taken to prevent the spread of infection, with specific regard to towels provided for drying hands.

The effectiveness of leadership and management of the early years provision

Children are safeguarded sufficiently well. The childminder maintains mostly effective policies and procedures to ensure the setting is managed efficiently. She has attended Safeguarding training and has a sound knowledge of child protection procedures. This helps to protect children from possible harm and neglect. However, the childminder's knowledge and understanding of the procedure to follow in the event of a formal complaint being made is not sufficient. In addition, she has not obtained prior written permission from parents for each and every medicine administered. This compromises children's safety and welfare. Children are cared for in a safe and secure environment. A written risk assessment details all checks that are carried out on all parts of the property both indoors and outdoors. However, it does not include everything a child may come into contact with.

Resources are well organised. The environment is bright and attractive and children benefit from accessing a dedicated playroom. Toys are arranged in low-level baskets to enable children to access them independently. Child-sized furniture is available for children to use. Children are encouraged to share resources and develop an understanding of each others needs. Resources reflect our diverse world through positive images detailed in books, puzzles and imaginary play toys.

Children benefit from the close relationship that the childminder is developing with their parents. The childminder provides very good support to parents and ensures she is flexible in order to meet their requirements. Parents benefit from exchanging information on a daily basis and take home written daily diaries which detail children's daily routines and activities they have enjoyed. Parents have access to written policies and are encouraged to share details about their children's development. They are encouraged to make their views known through written questionnaires and references. They show complete satisfaction with the service they receive. They comment on the good progress their children make through the fun and educational activities planned by the childminder. The childminder also understands the importance of sharing information about children's learning and development if they attend other early years settings.

The childminder demonstrates a commitment to improving all the outcomes for children through her practice. She has used a self-evaluation document to reflect on her strengths and some areas for improvement. She intends to develop her skills in mathematics and communication and language and intends to improve the assessment records used to detail children's learning and development.

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

Children are developing positive relationships with both the childminder and each other. Young children sleep soundly during the day and all children behave appropriately because the childminder sets clear boundaries. This demonstrates that children feel safe and secure. All children have good opportunities to learn how to lead a healthy lifestyle. They enjoy healthy and nutritious home-made meals provided by the childminder in which she uses fresh produce and plenty of fresh fruit and vegetables. Children benefit from growing items such as tomatoes and cucumbers for them selves, watching them grow and taking them home to their parents. Children access fresh air and exercise daily. They access the garden for most of the year and enjoy visits to local nature parks, farms, museums, and library. During their walks they observe nature using magnifying glasses and collect items such as black berries which they bring into the setting to bake pies. All children are learning appropriate hygiene procedures through every day routines. However, not all steps are taken to prevent the spread of infection with specific regard to towels provided for drying children's hands.

The childminder is developing her system to observe and assess children's learning. She knows the children well and plans to ensure they receive good challenges. She records some of their achievements in daily diaries and uses a tick sheet to assess some of the progress they make. However, she is not observing or assessing the progress children are making towards all the early learning goals. Therefore, children's progress is not fully maximised.

The childminder provides children with a varied range of experiences and play activities, according to their individual interests, which develops the skills they need for their future success. For example, children have ample opportunities to be creative. They thoroughly enjoy music and movement sessions and explore the musical instruments they have made out of boxes which they fill with pasta, rice and cereals. They enjoy investigating a range of media and materials. For instance, they use their imagination whilst creating fireworks made out of card board tubes and decorate with paint and shiny shapes. Their self-esteem and confidence is promoted well as they see their work being proudly displayed within the setting. Children's communication and language skills are promoted well through constant dialogue. Children enjoy selecting their favourite books to read with the childminder. When children show an interest in elephants they enjoy exploring a book made by the childminder which includes photos of animals. Children show confidence as they name the different animals and imitate the noise they make. All children concentrate well and enjoy sitting at the table and confidently complete puzzles, some with the support of the childminder. This develops their skills in problem solving.

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	2
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	3
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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 compulsory part of the Childcare Register (Procedures for dealing with complaints). 27/11/2011

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 compulsory part of the Childcare Register (Procedures for dealing with complaints). 27/11/2011