

## Inspection report for early years provision

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<b>Unique reference number</b>	EY365096
<b>Inspection date</b>	09/01/2012
<b>Inspector</b>	Patricia Webb
<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 2007 and works with one of her two assistants at times. She lives in Bilston, West Midlands with her two children aged one year and 14 years and her mother who also acts as an assistant. The whole of the ground floor and one upstairs bedroom are used for childminding. There are toilet facilities on both the ground and first floors. The house is within walking distance of shops and schools. The childminder has four cats.

When working alone, the childminder is registered to care for five children under eight years, of whom two may be in the early years age group at any one time. When working with an assistant, five children may be in the early years age group. There are currently eight children on roll, five of whom are within the early years age range.

The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are broadly content and settled with the childminder. She takes time to learn about their individual needs and abilities and plans accordingly to enable each child to make steady progress in most aspects of their learning and development. Significant improvement has been made to improve practice and ensure that legal requirements are met. The process of evaluating the impact of her practice on children's achievements in the Early Years Foundation Stage is being developed, although, it is still in its infancy.

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

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

- develop the self-evaluation process to ensure that the quality of children's learning, development and care continues to improve
- explore a range of strategies to promote non-verbal communication to improve inclusive practice and raise children's awareness of differing abilities in society
- review planning to ensure that all areas of learning and development are given equal importance with specific regard to developing opportunities for children to gain skills in problem solving, reasoning and numeracy and knowledge and understanding of the world
- provide opportunities for parents to be more actively involved in contributing to their child's learning and development records.

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

The childminder has a sound knowledge and understanding of the safeguarding procedures should she have any child protection concerns. She has also ensured that both of her assistants have attended suitable training, in order to offer a consistent approach and reassure parents of the processes. All adults in the provision have been vetted and cleared and suitable records are retained to demonstrate the checks. Children's safety is a key priority for the childminder, who, along with one of her assistants, holds a relevant first aid qualification. Clear and detailed risk assessments are conducted and written records are maintained to indicate where any issues may arise and how they are managed. For example, following her recent house move, the childminder has assessed the particular hazards in the rear garden and taken action to ensure children are safe.

Children access a varied range of resources that are clean, well-maintained and presented to allow them a degree of self-selection. Good use is made of the equipment, offering children opportunities to play at the table or on the floor as they choose. This enables all children to engage in their chosen activities as their age and stage of development dictates. The childminder takes time to speak with parents and gain detailed information about their children. Consequently, the children's individual needs and interests can be identified and planned for in the daily activities. Parents are being encouraged to provide comments and feedback about their children's progress. The childminder is developing ways in which to engage them more actively in their children's progress, although, this is not always reflected in the children's records.

The childminder has started the process of evaluating her practice noting the routines and activities she provides. The process is not sufficiently critical or reflective to focus clearly on key areas for improvement. This means some areas of learning are not given equal importance in the planning. While the childminder uses activities and discussion to raise children's awareness of diversity, inclusive practice does not account fully for promoting non-verbal communication. This does not fully support children with developing language skills or families where English may be an additional language can be fully included. The childminder works positively in partnership with other agencies and expresses appreciation for the support she receives from the local authority in embedding improvement.

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

Children's progress is being observed and assessed by the childminder. She has recently changed the record formats and is noting children's next steps in more detail. She has not ensured, however, that all areas of learning are equally covered. This is with particular regard to problem solving, reasoning and numeracy and children gaining knowledge and understanding of the world. Children's progress in all other aspects of their learning and development is clearly referenced and their attainment is evident. For example, early observations of a

child indicate that the child took some time to settle. Recent records show how the child is now eager to attend and participates freely in self-chosen activities and is beginning to initiate their own play. Another child is making strides in self-care and toileting, as the childminder works closely with the parents to support this.

Children are supported in understanding about their own safety and the safety of others. The childminder reminds them sensitively about tidying away and taking care when playing near smaller children or babies. This direction fosters a sense of responsibility in the children as they consider the needs of others. Their health and well-being are promoted as they learn to follow suitable routines for hand washing, use their individual towels to reduce the risk of the spread of infection and attend to their own care needs. While parents currently supply the children's meals, the childminder takes time to reinforce healthy eating and safe storage of perishable food items. Children also engage in some cooking activities, creating their own pizzas, having been to the local shops to purchase the ingredients.

Children seek out the childminder as they select their favourite stories and settle with her on the settee. They join in repeating familiar phrases and turn the pages as they enjoy the time spent with the childminder. They have opportunities to use a range of media for art and craft, making wax crayon leaf rubbings and marbling ink patterns. Some older children show their early writing skills as they draft 'thank you' letters to the childminder and add their names to their art work. They are developing an awareness of diversity as they discuss the Chinese New Year being the year of the dragon and consider the significance of the colour red in Chinese culture. They use a range of tools, utensils and implements with increasing skill as they, for instance, have access to different types of scissors for cutting out and creating patterns. The childminder's limited awareness of capitalising on the range of activities to link with problem solving, reasoning and scientific concepts does not fully support how children can gain these skills.

## 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	2
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	2
The extent to which children adopt healthy lifestyles	2
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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