

Inspection report for early years provision

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Inspection date	27/01/2012
Inspector	Kashma Patel
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 2011. She lives with her husband and two adult children in Tamworth, Staffordshire. The kitchen, lounge and toilet on the ground floor are used for childminding. There is a fully enclosed garden available for outside play. The family have a pet cat.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. She is currently minding two children in the early years age range, both of whom attend on a part-time basis. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She also cares for children aged over five years.

The childminder has an early years qualification at levels 3 and 4. She walks children to local schools and nurseries and regularly attends pre-school groups and the local children's centre. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm, welcoming and inclusive environment where they are happy and enjoy their time with the childminder. They make good progress in the six areas of learning as they access a wide range of activities. Children's welfare is promoted effectively in a secure environment where the majority of the required documentation is in place. Effective partnerships are in place with parents and other settings who deliver the Early Years Foundation Stage, which offers children consistency in their care. Systems for monitoring and evaluation are in place, which help to identify the setting's strengths and areas for further development and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the names of the children looked after on the premises includes their hours of attendance (Documentation). (also applies to both parts of the Childcare Register)
- 10/02/2012

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

- review the indoor environment so that it contains resources which are accessible for all children
- improve the process of self-evaluation to include views from parents and

children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of the Local Safeguarding Children Board procedures and the signs and symptoms of abuse. This enables her to protect children from harm or neglect. All adults within the home have undergone effective vetting procedures. Detailed risk assessments and daily checks in the home ensure potential risks to children are identified and minimised with safety equipment. A good range of comprehensive policies and procedures are shared with parents to ensure they are kept well informed of the practice. The majority of the legally required documentation is in place; however, a register is not in place to show children's daily attendance. As a result, children's safety is compromised and this is a breach of the welfare requirements.

The childminder has a wide range of toys and resources which are safe and well maintained. A suitable range of toys are set out for children, some of which include their own choices. However, children are unable to access freely from the wide range. This means they have limited choices over their play and learning. This has already been identified by the childminder, who has suitable plans to promote children's choice and independence. A positive commitment to equality and diversity is demonstrated by the childminder, who promotes equal opportunities through meeting children's individual needs.

There are effective partnerships between parents and other settings which deliver the Early Years Foundation Stage. For example, parents receive verbal and written feedback on their children's care and progress during the day. The childminder liaises well with staff from other settings, which ensures children receive good support and consistency in their care and learning.

Good systems for reflection and self-evaluation are in place, which improves outcomes for children. The childminder is fully aware of her strengths and further areas for development. For example, she has recently updated children's journals and risk assessments, which promotes children's learning and safety. Systems to fully involve children and parents in the evaluation process are in the early stages. A questionnaire has been devised to collect parents' views; however this has not been put in action. The childminder has an early years qualification and attends several groups in the children's centre which helps her develop her knowledge and skills further. These measures demonstrate that the childminder has the capacity to maintain continuous improvement.

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

Children are happy and very settled with the childminder, where they are respected and valued. They access a wide range of activities and play opportunities which enable them to make good progress in all areas of their

learning and development. The childminder has several years experience of working in early years settings, which helps her to provide a broad range of interesting experiences for young children. The childminder collects information on children's interests and their starting points to help her to plan. Regular observations help to identify what children need to do next and any gaps in their learning.

Children show good levels of confidence and independence as they welcome visitors and interact appropriately with them. They enjoy one-to-one interaction with the childminder, who engages well with the children, asking questions to stimulate their learning. Children express themselves through a wide range of messy play. For example, they pretend to make cakes with the play dough and learn about textures as they explore a range of breakfast cereals and dry pasta. Children develop their imagination through small world toys. For example, they pretend to fill the car with petrol and talk about the aeroplane they had seen the day before. Children are beginning to make marks with brushes and finger paints. They learn about numbers and letters as they play with magnetic letters and take part in threading activities, which also develops their hand-eye coordination. Skills for the future develop as children use a variety of equipment, such as binoculars and mobile phones. Older children carry small magnifiers when on outings to explore their interests and the environment.

Children engage in a wide range of physical activities, both indoors and out in the community. They regularly attend the soft play centre and the local park where they feed the ducks and use the climbing equipment to develop large muscle skills. Children learn about positive behaviour through regular praise and encouragement. They are learning to share toys and have opportunities to socialise with other children through regular attendance at pre-school groups. Children are developing their awareness of safety as they take part in regular fire drill evacuations and help tidy away toys.

The childminder provides a good range of healthy snacks and meals which take into account children's choices and their dietary requirements. Children access their drink beakers independently, which ensures they do not get thirsty during the day. Good hand washing practices and nappy changing routines are in place to protect children from the risk of cross-infection.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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 early years section of the report (Records to be kept). 10/02/2012

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 (Records to be kept). 10/02/2012