

Inspection report for early years provision

Unique reference number	EY440413
Inspection date	14/06/2012
Inspector	Justine Ellaway
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.

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Description of the childminding

The childminder was registered in 2011. He lives with his wife and three children aged six, 10 and 13 years in Rugeley. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs and fish.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder regularly works with another childminder. The childminder is registered to care for a maximum of six children when working alone and for 11 children when working with another childminder, at any one time. There are currently three children on roll, all of whom are within the early years age range. The childminder collects children from the local school and attends local stay and play sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress in their learning and development as systems are in the majority of cases, well established. Most information is gathered and recorded to promote children's welfare and safety. The childminder's system for reflecting on practice is reasonably thorough in terms of the learning and development. The childminder shares some information with parents and carers to promote consistency of care and ensure children's inclusion. Systems to share information with other settings that children attend are suitably considered.

What steps need to be taken to improve provision further?

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

- obtain necessary information from parents in advance of a child being admitted to the provision, including emergency contact numbers (Safeguarding and promoting children's welfare) 05/07/2012
- maintain a record of the aspects of the environment that need to be checked on a regular basis, and when and by whom they have been checked (Documentation). 05/07/2012

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

- develop further systems to analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals
- develop further 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

- obtain written parental permission for children to take part in outings.

The effectiveness of leadership and management of the early years provision

In the short time the childminder has been minding he has made a successful start to his childminding business, particularly in terms of implementing the learning and development requirements. Most of the required information is gathered and recorded to promote children's welfare. The childminder is aware of what to do in the event of any concerns regarding child protection. He knows who to contact to ensure children are safeguarded. Risk assessments are detailed and address all areas of the premises the children play. The childminder undertakes regular checks of the premises; for example, checking the garden before children go out to play. However, he is not maintaining a record of these checks, which is a requirement of the Early Years Foundation Stage. Most of the required information is gathered and recorded from parents, although some information is not consistently sought for each child to ensure their needs are met in an emergency. This is a breach of a legal requirement.

Resources are well deployed to support children's enjoyment and learning and meet their needs. Careful consideration is given to the range of resources available for particular children, according to their interests and stage of development. The childminder works well with his co-minder and they have constant communication to ensure that the needs of children are met. Space is well used and provides a warm and welcoming environment for children to play. Recent adaptations to the garden provide additional opportunities for activities, such as planting and growing.

The childminder is a reflective practitioner, particularly in evaluating his own practice when supporting children's learning and development. Relevant examples of how his practice has been improved evidence the positive benefit to outcomes for children. He proactively seeks feedback and guidance from others to improve his practice. Some relevant and realistic areas for improvement have been identified, including further training to develop the childminder's knowledge and skills. However, evaluation systems are not yet as rigorous in evaluating the welfare aspect of the business.

The childminder shares some relevant information with parents, and they are able to see the policies and procedures whenever they wish. Systems are in the process of being developed to share further information about children's learning and development. An informative and friendly newsletter is shared which informs parents and carers about future activities, outings and welcoming any feedback they have. The childminder has a suitable understanding of what information would be shared with other settings, were children to attend them.

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

Children make good progress in their learning and development as most systems are well developed and successfully implemented. The childminder is particularly skilled at providing and maintaining purposeful interaction with children. He joins in with play and demonstrates how to use the toys, as well as asking questions and providing lots of encouragement. He gives children appropriate opportunities to explore and investigate by themselves enabling them to develop skills, such as problem solving and their understanding of the world. Children thoroughly enjoy his interaction and smile and laugh as he sings or plays a game. They settle well and are very comfortable and secure.

Children's communication skills are well promoted as the childminder says simple words and gives simple explanations or reinforces what he is saying by demonstration. As a result, younger children happily babble whilst playing and make good attempts to make recognisable sounds. They attempt to copy actions and are beginning to recall favourite songs or actions to favourite rhymes. Children's physical development is well promoted. They use toys and furniture to pull themselves up or walk, which is purposely selected to support this. Children behave well and are given lots of praise. They show a suitable understanding of how to behave safely as they move around the environment carefully; for example, they know not to go into the kitchen without an adult. If children do something that is not safe, they listen to the childminder when he reminds them not to do it.

Children develop their problem solving skills as they are challenged to take apart the bricks as well as build them. A child is absolutely delighted when achieving this, having spent time manipulating the bricks and persevering with the task. Children develop their self-care skills as they are encouraged to feed themselves at meal times and as they get older to toilet independently. Children play with a small range of toys and resources to develop their understanding of the wider world as the childminder has books that reflect people of different race and religion. A recent activity focusing on travelling around the world, explored the cultures and customs in different countries. Children develop their understanding of a healthy lifestyle through discussions and activities. They talk about the importance of exercise as well as eating healthy foods. They are encouraged to take regular exercise and fresh air. They participate in activities, such as growing vegetables to further support their understanding.

The planning of activities supports children's progress in the six areas of learning. Planning systems identify within adult-led activities what support is needed for each child according to their stage of development. The childminder has established a clear and useful system for recording children's progress. He has a clear understanding of what children can do. There is a useful system for tracking children's progress and, on the whole, this system is well established. However, there are a couple of minor gaps in the recording, so the system does not fully monitor children's progress in each of the aspects of the areas of learning.

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	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

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:	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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