

Inspection report for early years provision

Unique reference number	EY253993
Inspection date	16/11/2010
Inspector	Jasvinder Kaur
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 2003 and works with a part-time assistant, who is her mother. The childminder lives with her husband and two children aged five and eight years in Bridgnorth, Shropshire. The whole of the ground floor and first floor bathroom of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in the early years age group. The childminder also offers care to children over five years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local school and nursery and attends the local toddler groups regularly. She 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 generally make steady progress towards the early learning goals, supported by the childminder, who has a satisfactory understanding of implementing the Early Years Foundation Stage framework. The premises are welcoming and resources are generally organised to enable independence in the choice of activities for children. Suitable links with parents and other providers ensure that most of the needs of all children are met. Implementation of policies and procedures usually ensures children's welfare, health and safety is supported and provides inclusive practice. The childminder usually evaluates her practice in order to identify both strengths and areas for ongoing improvement to advance outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the use of observation and assessment to identify children's learning priorities and plan motivating learning experiences for each child
- extend opportunities for children to develop further their creative and communication skills through planning and organising appropriate resources on a daily basis
- promote further the good health of children, in particular hygiene practice in respect of washing hands before eating
- improve further the availability of drinks to ensure they are independently accessible to all children throughout the session

- keep a record of the risk assessment to identify and minimise hazards to children for any outings
- make better use of the existing risk assessment process to minimise hazards to children, with particular reference to the kitchen
- ensure suitable and age-appropriate furniture is provided at meal times.

The effectiveness of leadership and management of the early years provision

The childminder is caring for more children than her conditions of registration allow. This is an offence unless the childminder gives a reasonable excuse. On this occasion the childminder did so and Ofsted does not intend to take further action. Children are protected from harm or neglect as the childminder has a sound understanding of the signs and symptoms of abuse and Local Safeguarding Children Board procedures. She shares appropriate documents with parents to ensure they understand her role in protecting children. Effective vetting procedures make certain that adults having regular contact with children are suitable. Risk assessment of the premises and daily safety checks are carried out in most areas to eliminate hazards, but access to and the safety of the kitchen have not been considered. While the childminder demonstrates a satisfactory knowledge of keeping children safe on outings, records of these particular aspects are not maintained. This potentially compromises children's safety. Children are, however, encouraged to adopt safe and responsible habits through regular input from the childminder. For instance, she covers road safety, how to use play equipment carefully and other possible dangers in their everyday lives.

The childminder has shown satisfactory capacity to make improvements. She updates some of her professional skills by attending some training and workshop sessions. Most required policies and procedures, as well as, children's records, are suitably maintained, though the practice of sharing accident records with parents is not consistent. The childminder provides a facility that is inclusive for all children and their families. For the most part, children use the resources imaginatively and follow their natural curiosity as learners because of the suitable maintenance of play equipment. However, lunch times are not sufficiently sociable due to shortage of age-appropriate furniture. This means children's needs are not met effectively.

Children develop their knowledge and understanding of the wider world through a suitable range of activities and resources that promotes diversity and anti-discriminatory practice. Their care and education is adequately promoted through sufficient links with parents and carers. Appropriate information is sought from parents on admission and on an ongoing basis. There are suitable arrangements to develop partnerships with other professionals, such as, local pre-school staff, to discuss the continuity of children's learning.

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

The children are mostly occupied and contented in the childminder's house. She creates a homely environment in which children easily settle. Hence they are able to establish a positive relationship with the childminder, chatting with her freely and letting her know about their needs. The childminder works effectively with other providers and has commenced a practice of observing and assessing children's learning. However, her findings are not yet sufficiently utilised to identify children's learning priorities and to plan motivating experiences. Consequently, her arrangements do not provide children with maximum challenge towards the early learning goals.

Children generally extend their communication skills by routine activities, such as, singing nursery rhymes and reading and listening to stories. Younger children develop vocabulary as they take pleasure in talking to familiar adults or making and listening to a variety of sounds, though access to the books is rather limited. They create personal words as they begin to develop language. Children have some opportunities to express their imagination through music and role play. However, opportunities to broaden sensory and mark making experiences are restricted. This means children's communication and creative talents are not sufficiently supported.

Children develop an understanding of numbers through a suitable range of different mathematical activities, for example, recognising numerals and shapes on toys and calculating and counting everyday objects. They expand their simple calculation skills and learn about differences in size and pattern. They are supported in developing the knowledge, skills and understanding that will help them to make sense of the world and environment. They observe changes in trees in different seasons. Children acquire basic skills in operating simple equipment to develop their understanding of technology.

Children go out in the fresh air daily and take part in physical play at their pre-school groups. The resources in the back garden provide sufficient challenge for a varied age group. Children are protected from the spread of infection, because there is a procedure in place to exclude any with infectious illnesses. However, hygiene practice in respect of washing hands before eating is not consistently maintained. Children enjoy packed lunches and fresh fruit and drinks are offered to them at meal times. However, drinks are not always independently accessible to children. This means their good health is not fully promoted.

Children are happy and well behaved, demonstrating an understanding of the set boundaries and expectations of the routines within the home. Their social skills are supported appropriately through regular visits to the childminder's local network group and pre-school settings.

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	3
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	3
The extent to which children achieve and enjoy their learning	3
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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