

Inspection report for early years provision

Unique reference number	EY347604
Inspection date	25/01/2011
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.

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Description of the childminding

The childminder was registered in 2007 and works with an assistant. She lives with her partner and son aged five years. They live in Willenhall, West Midlands. The property is within walking distance of local amenities such as schools, shops and parks. The whole of the ground floor of the childminder's house is used for childminding. First floor rooms are not used, except for access to the bathroom. There is a patio area available for outdoor play. The family has a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time. This provision is registered with Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently minding five children under five years of age and one child over five years of age, all of whom attend on varied days.

The childminder is able to take and collect children from the local school and nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children share warm and friendly relationships with the childminder and her assistant. Consequently, they make sound progress in most areas towards the early learning goals. The premises are generally welcoming, and resources are suitably organised to enable inclusion in activities. Generally effective implementation of policies and procedures ensures children's welfare and safety are promoted adequately. The partnership with other professionals, providers and parents is positive and ensures that the needs of all children are met. Adequate self-evaluation by the childminder make certain that most priorities for further progress are identified to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy and procedure is updated in line with current legislation and that the assistant is able to implement it appropriately
- make better use of the existing risk assessment process to minimise hazards to children, with particular reference to flooring in the lounge and safe access to the toys for toddlers
- ensure an appropriate temperature is always maintained to ensure children's comfort
- support further children's awareness of diversity through providing appropriate resources and organising play opportunities on a regular basis.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of the signs and symptoms of abuse and Local Safeguarding Children Board procedures. However, the childminder's assistant is insecure in her knowledge of implementing the safeguarding children policy and procedure appropriately. This potentially puts children at risk. Appropriate vetting procedures, however, ensure adults having regular contact with children are suitable. Although risk assessment of the premises and of prospective outings and daily safety checks are carried out in most areas to eliminate hazards, flooring in the lounge and safe access to the toys for toddlers have not been considered. Moreover, an appropriate temperature is not always maintained to ensure children's comfort. These aspects influence their health and safety. Children are encouraged to adopt safe and responsible habits through regular input from the childminder during play and daily routines, for instance on road safety and how to use play equipment carefully. The childminder takes positive steps to protect children from the spread of infection, because she has implemented a procedure to exclude children with any infectious illnesses.

The childminder and her assistant have shown some capacity to make improvements. For example, written policies and procedures have been devised and are shared with parents. They have updated some of their professional skills by attending training courses and setting up targets for the future. Children's records are well maintained and readily available for inspection and for parents, though the procedure for allegation of abuse lacks clarity. All the recommendations raised during previous visit have been met successfully. Parents and carers are kept well informed about their children's achievements and development through regular verbal feedback and meetings. They are encouraged to take an active part in activities such as the Sports Day arranged by the childminder. The partnership with other providers delivering the Early Years Foundation Stage is developing effectively in respect of promoting the continuity of children's learning and well-being.

The childminder places sufficient emphasis on ensuring practice is inclusive. Children are valued as unique individuals, and support is offered according to their needs. The available resources are suitably deployed to encourage children's independence in initiating their own play. They develop some knowledge of the wider world through an appropriate range of activities, such as celebrating a few festivals. There is, however, a somewhat limited selection of relevant resources to support fully children's awareness of diversity and to promote anti-discriminatory practice.

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

Children are contented and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. They play happily in a family-oriented

environment with self-selected toys. The childminder plans purposeful play for all age groups to cater for the needs of individuals in the six areas of learning and development. She engages in their play with warmth and care and uses her questioning skills effectively. This results in children being active learners and being able to think critically. The childminder has set up a good system to observe and assess children's play to help her plan activities. Her findings are used effectively for the individual child's next steps in learning.

They have opportunities to use their imaginations in music, role play and a suitable range of arts and crafts, together with baking, cooking, drawing, colouring and sponge painting. Textures and sensory experiences, including rice, pasta, play dough and water play, support children's skills. Young children engage familiar adults in conversation and take pleasure in creating personal words as they begin to develop language and the ability to convey their thoughts. Routine activities such as singing nursery rhymes, reading stories, making marks and writing for different purposes enhance children's communication skills.

Children are encouraged to develop the knowledge and understanding that helps them make sense of the world and the environment. They visit their local amenities, observe the changes in season and collect leaves for making collages. They investigate how things work, and are attaining basic skills through operating electronic toys to develop their understanding of technology. They acquire an understanding of numbers and shapes through daily routines and play, including matching and sorting shapes and colours, singing number rhymes and counting everyday objects like toys and cars. Younger children randomly say some counting words with evident enjoyment.

Children explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills. Daily access to outdoor activities allows children to breathe in the fresh air and move about freely. A sufficient range of outdoor equipment contributes to a healthy lifestyle. Meal and snack times are relaxed and enjoyable. Children's packed lunches are stored and prepared safely. Drinks are always readily accessible to them. Appropriate routines for younger children in respect of feeding, sleeping and playing are well adapted to promote their good health and welfare.

Children routinely follow hygiene practices such as washing hands after using the toilet and before eating. They enjoy the company of peers and familiar adults, which supports their social skills. The childminder and her assistant use an encouraging and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

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	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	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	2
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	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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