

Inspection report for early years provision

Unique reference number	EY356617
Inspection date	26/10/2011
Inspector	Jo Hazell
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 2007. She lives with her husband and their two children aged three and five years in Bromsgrove, Worcestershire. The whole of the ground floor and a first floor bathroom and bedroom, are used for childminding purposes. There is a fully enclosed garden for outside play. The family have a pet lizard, two guinea pigs and some fish.

The childminder is registered to care for a maximum of four children at any one time. She is currently minding two children under five years on a part time basis and four children over five years, before and after school. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks or drives to local nurseries, pre-schools and schools to take and collect children. She takes children to the local park, surrounding areas and play places.

The childminder supports children with special educational needs and/or disabilities. She belongs to the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most children are making steady progress in their learning and development and their individual needs are mostly being met because the childminder provides a good range of resources and knows the children well. Children are able to move reasonably safely and freely around the setting as safeguarding is given sufficient consideration. The childminder does not fully evaluate the quality of her provision but is aware of her strengths and weaknesses. She is committed to improving her provision for children in the future.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments cover anything a child may come into contact with and checks are carried out regularly
- use a quality improvement process, such as the self evaluation form, to assess quality improvement and provision for the children
- support children in their learning through planning and providing experiences across the six areas of learning, appropriate to their stage of development and individual needs
- provide a balance of child-led and adult-led, freely chosen or child-initiated activity and play both indoors and out.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the childminder is knowledgeable about local safeguarding procedures. She has appropriate policies in place and understands who to contact should she or her parents have any concerns regarding either a child or herself. Household members are suitably vetted and the childminder has a level 3 childcare qualification and has attended training in relation to first aid and food hygiene, making her suitable to work with young children. Children are kept safe as the childminder is vigilant and supervises them well, taking extra care with the younger ones, for example, by not letting them up and down stairs by themselves. She reviews her risk assessments yearly and these are mostly comprehensive, covering all areas of the home. However, not everything a child may come into contact with has been thoroughly risk assessed and daily checks are not always carried out efficiently, particularly with regards to the use of the garden. This means that at times children are at risk of running into hazards, such as, the trampoline, animal faeces and dangerous plants, therefore compromising their safety. Accident records, medication records, visitors book and attendance records are also maintained to further safeguard children.

The childminder is fairly knowledgeable about the Early Years Foundation Stage and uses this to support children in their learning. There is a wide range of toys and resources to suit all ages, both inside and out, such as, books, games, information communication technology, vehicles large and small and a slide. However, the outdoors is not always accessible, this means that children have fewer opportunities to learn and develop through varied means of exploration and play. The environment is kept tidy and is organised. The children are mostly able to access resources for themselves and participate somewhat in choosing their own resources, therefore, they can progress in their development. However, the childminder selects resources for them and mostly plans adult-led activities so children are unable to explore and play with their own ideas.

The childminder is aware of her strengths and weaknesses and wants to look for ways to improve her provision and self reflect, however, there is nothing in place at the moment to continually improve the quality of provision. She has addressed previous actions and recommendations efficiently and effectively, for example, she has permission from parents for first aid treatment and medical care and parents are signing medication forms. She has also greatly improved her equality and diversity within the setting which means that children are better safeguarded and are making a positive contribution.

The childminder forms suitable working relationships with parents and carers. She obtains information about each child when they first start, for example, routines and what they like and dislike. She also provides feedback to parents on a daily basis about their child. This means that parents wishes and children's needs are being met. She shares information about progress and development with parents through learning journeys and discussion. This means there are opportunities for parents to become involved in their child's learning and each child can be well supported in making developmental progress towards their targets and goals.

Although the childminder currently doesn't access other provisions or professionals, she demonstrates a suitable knowledge about the importance of working in partnership with others. She receives information from parents and is committed to consistent levels of care at home and in pre-school in order for children's welfare and learning to be supported.

The childminder offers sensitive support to children who have special educational needs and/or disabilities. She is ready to adapt activities to ensure all children can access them. Children are developing positive attitudes towards themselves and others because the childminder is ready to answer any questions they have about difference and celebrate others cultures and beliefs. Everyone is welcome within her home and she doesn't tolerate discrimination of any kind. This means all children are fully included within the setting and can learn and develop through equal opportunities.

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

Children enjoy being in the setting and are familiar and secure within their environment as the childminder meets their needs and has formed positive relationships with them. Children are able to move freely and securely because they are well supervised in a tidy environment. For example, they are aware of the rooms they can use and are beginning to learn how to use toys and resources and interact with each other safely.

Children's good health is promoted by the childminder. Children wash their hands after toileting and before food, drying with individual towels. The childminder also takes antibacterial gel when they go on outings to promote the importance of staying clean and killing germs. She has comprehensive policies regarding children's sickness to prevent the spread of infections. Children are beginning to make healthy food choices because they are offered healthy options in all meals, including salads, vegetables, meat and fruit at snack time. They are also supplied with fresh water throughout the day. Children are able to enjoy fresh air, with access to the garden being mostly weather dependant. They are developing physical skills, such as climbing, running and walking because they can access resources outdoors, such as bikes or a slide. On outings to the local park and on nature walks they further explore and extend their physical skills.

Children are making steady progress towards the early learning goals and individual targets are set as the childminder knows the children well. She plans various activities that involve accessing many resources, however, children have fewer opportunities to explore their environment and own ideas as activities are mostly adult-led. This means that children's individual development needs and interests are not thoroughly taken into account. The childminder observes children, identifying what they can do and links it to the six areas of learning so their progress is being recorded. Within this process she mostly identifies where they need further help and support in order to inform her planning. Children are developing in confidence by learning to play independently and together because

the childminder is focussed in encouraging this. They are showing good communication language and literacy skills. They have some access to books, crayons, chalks and play dough, games and technology, such as a television. The childminder does well at supporting their activities and play and talks to them throughout. However, there are fewer opportunities for problem solving reasoning and numeracy skills to be developed through children's ideas and exploration in play because the childminder doesn't fully understand how to incorporate this into their activities and play. This means that children's ability to ask questions and think critically is less well developed. Children's knowledge and understanding of the world is promoted through role play games, bubbles, using play dough and small world games. Children are gaining skills in using technology through electronic toys, television and computer games. This means that children are also developing skills for the future.

Children are well behaved and clear rules and boundaries are set, which are explained to the children clearly and enforced positively. For example, the childminder gives older children responsibilities and the younger children learn about care through helping to feed the pets and learning to be kind to each other, sharing fairly and taking turns. Children are learning about their own and others cultures and beliefs because they celebrate birthdays and festivals together through planned activities and parties. For example, making Diwali candles and story boards and getting ready for a Halloween party. This means they have a respect for each other and our diverse society.

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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