

Inspection report for early years provision

Unique reference number	EY378702
Inspection date	23/07/2009
Inspector	Angela Dyer
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 2008 and lives with her husband and 20 month old child in Harborne, Birmingham. The whole of the ground floor of the childminder's house is used for childminding purposes.

A maximum of five children may attend the setting at any one time. There is currently one child attending who is within the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and cares for one child, aged eight years old, during out of school hours.

The childminder has suitable procedures to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The premises are accessible via the front entrance which has a low step.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and settled in the childminder's care and are treated with kindness and concern. They are cared for within a welcoming, homely and inclusive environment where activities are planned for their enjoyment. The childminder's systems to monitor and evaluate the quality of her service are in their infancy and, as a result, there are some weaknesses that have not yet been fully addressed. However, whilst new to her role the childminder is enthusiastic and motivated and demonstrates a commitment to develop her practice and raise standards of care.

What steps need to be taken to improve provision further?

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

- revise systems for accident recording, this is in relation to ensuring that sufficient information is recorded in relation to the nature of the injury
- provide further opportunities for children to make choices within adult-initiated activities and extend their creativity through the provision of support for their curiosity, exploration and play
- ensure that daily routines are flexible to allow young children to pursue their own interests
- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

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

- develop current risk assessments to ensure that they
- 20/08/2009

clearly state when they were carried out, by whom,
date of review and any action taken following a review
or incident (Documentation)

The leadership and management of the early years provision

Children are cared for in a homely and well-maintained environment. The childminder is enthusiastic about her role and enjoys the company of the children in her care. She has completed training in relation to the Early Years Foundation Stage (EYFS), first aid and food safety and is starting to use her newly acquired knowledge in order to raise standards of care. However, whilst she is aware of the importance of evaluating her practice to maintain continuous improvement the process of self-evaluation is still in its infancy.

The childminder carries out regular safety checks of her home and equipment and a range of safety precautions are in place to protect children, for example, unused electric plug sockets are covered and a safety gate prevents children from having unsupervised access to the stairs. The childminder has also worked hard to reduce most hazards within the garden, including the removal of the pond and greenhouse, and continues to make the garden safe in order for it be included in her registration. However, written risk assessments do not contain sufficient information in relation to the actions taken to minimise risks to children in order to fully meet the EYFS requirements.

The childminder has a suitable knowledge and understanding of safeguarding issues and is aware of the possible signs and symptoms of abuse and the actions to take if she were concerned for a child's safety. The childminder has a clear understanding of the procedures to adopt in the event of an accident or emergency. However, whilst all required documentation is maintained, the accident records do not always contain sufficient information in relation to the nature of the injury.

The childminder recognises the value of working in partnership with parents and provides a flexible service to meet their individual needs. Daily discussions and the use of individual diaries ensure parents are kept informed about their child's care. The childminder has also devised a collection of written policies and procedures that she shares with parents when their children start with her in order for them to understand her practice. Inclusive practice is promoted and children and parents benefit from the childminder being multilingual and therefore able to speak with them in both English and other community languages.

The quality and standards of the early years provision

The childminder has a sound knowledge of the children in her care, in terms of their individual care needs, personalities and interests. She plans activities which children enjoy including playing in the pop up tents and tunnels, however, the structure of the daily routine sometimes curtails children's play as they are moved

on to the next activity before they have naturally finished. Children have individual files which are used by the childminder to record observations and assessments and she regularly assesses children's progress and identifies future learning targets to support children in their learning and development.

Children enjoy meeting up with other children when they attend playgroup and also benefit from going on various outings whilst in the childminders care, including going to the local park to feed the ducks and to play on the swings. Children's language skills are effectively developed as the childminder interacts positively with the children throughout the day and during activities including singing and story telling sessions. Drawing and colouring encourages children to practise mark-making, however, during some art activities the childminder is too focused on the end result rather than the learning process and therefore over directs activities hindering children's imagination and independence.

The childminder acts as a positive role model and speaks to children in a calm, gentle and respectful manner. She has a sound understanding of appropriate behaviour management strategies and children are encouraged to share, take turns and consider the needs of others as well as themselves. Children are valued as individuals and are treated with equal concern. They are beginning to develop an understanding of the wider world and are able to access a basic range of resources reflecting positive images of the diversity of society. Children's health is promoted through the implementation of effective hygiene procedures, including regular hand washing and having opportunities to brush their teeth. Children's dietary needs are also met, as parents generally provide their own meals, and with parental consent the childminder supplements these with a range of healthy snacks and drinks.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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:

- demonstrate how you will complete a qualification at a minimum of level 2 in an area of work relevant to childcare or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and training). 03/09/2009

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:

- demonstrate how you will complete a qualification at a minimum of level 2 in an area of work relevant to childcare or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and training). 03/09/2009