

Inspection report for early years provision

Unique reference number	EY379321
Inspection date	14/12/2010
Inspector	Dianne Sadler
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 2008. She lives with her partner and two children aged three and four years in Walsall. The whole of the premises is used for childminding and there is a fully enclosed garden available for outside play. Children also access a playroom on the first floor. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time. She is currently caring for one child who is in the early years age group. The childminder is also registered to provide overnight care for one child from one year to under eight years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle appropriately with the childminder because her practice is sufficiently inclusive. She ensures she gets to know the children and their families and is therefore aware of their individual needs and home situations. She is beginning to observe children's achievements and supports them in making satisfactory progress in their learning. The childminder has taken tentative steps in completing a self-evaluation document. However, she is not fully aware of some of the detail of the Early Years Foundation Stage which results in some documentation not being in place.

What steps need to be taken to improve provision further?

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

- ensure the complaints policy and procedure is in line with the requirements of the Early years Foundation Stage (Safeguarding and promoting children's welfare) 24/01/2011
- conduct a risk assessment and review it regularly identifying all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register). 24/01/2011

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

- develop evaluation systems to ensure the setting's strengths and priorities for development are identified and the quality of the provision for all children

- continues to improve
- use observations made of each child's achievements to assess children within all the educational programmes to ensure they make the best possible progress towards all the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from the risk of abuse or neglect because the childminder has a sound knowledge of appropriate procedures she must follow if she was to have concerns about a child in her care. Children benefit from accessing an environment that is safe and secure. However, the childminder has not conducted a risk assessment identifying all the risks that need to be checked on a regular basis. This compromises children's safety. The childminder has written a clear set of policies to cover many aspects of her service which she makes available for parents. However, the complaints policy does not state how concerns and complaints will be investigated and does not include Ofsted's address or telephone number. These omissions compromise children's safety and welfare.

The childminder has recently re-organised the environment so that children now access a dedicated playroom upstairs. She provides a sufficient range of toys and resources in good condition which children can access and which promotes their independence and enjoyment. The childminder is developing the resources to show positive images of diversity. For example, children access a book written in Lithuanian and posters include images of people from different ethnic groups and adults wearing glasses. She has also been given a box of resources to promote differences with older children which includes dressing-up clothes and fuzzy felt faces showing different coloured skins. This helps children learn about similarities and differences.

Children benefit from the close relationship that the childminder is developing with their parents. She gets to know the families and offers any support that they may need wherever possible. The childminder exchanges information with parents on a daily basis and makes available the records she keeps on children's learning. She understands the benefits children gain from partnership working if they attend other early years provisions. The childminder has used a written self-evaluation document to detail her practice and the service she provides. However, although she has made some improvements since becoming registered she has not yet evaluated the strengths of the setting or priorities for future development.

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

A great deal of time is spent ensuring children settle and feel content in the childminder's care. They are developing warm and trusting relationships and so feel safe in the setting. They are also developing an awareness of a healthy lifestyle. They are provided with meals and snacks that are nutritious and healthy. For instance, at lunch-time children enjoy home-made lentil soup. The childminder

is aware of their individual dietary needs and preferences and ensures these are met. Children are learning to wash their hands properly and are protected from cross-infection because they use their own towel. They access fresh air and exercise while walking to and from school and pre-school. The childminder is beginning to make observations of children's play and records what they have been doing, linking the information to the six areas of learning. However, information from observations is not used to assess children's learning within all educational programmes or identify children's learning priorities. This compromises the progress they make towards all the early learning goals.

Children are learning skills for the future. Their communication and language skills are being sufficiently well supported by the childminder. Children use words from their home language which the childminder has become familiar with, ensuring she responds appropriately to what they say and do. Children enjoy exploring the environment and show a particular interest in musical instruments. Young children are learning to move with control and coordination. They benefit from selecting a child-sized shopping trolley which they push around the environment, thus developing their physical skills. Children enjoy constructing structures out of large bricks. They concentrate appropriately while standing up to a small table to draw a picture with crayons chosen from a tin. At this time they are also learning to share the crayons with others, developing their confidence and independence.

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

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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:

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 24/01/2011

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) (also applies to the compulsory part of the Childcare Register). 24/01/2011