

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Diane Ashplant
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 registered in 2008. She lives with her husband and three children aged one, two and six years in the Shirley area of Solihull. The whole ground floor of the childminder's house except for the front room is used for childminding, with access upstairs to the bathroom and a front bedroom to sleep. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of three children at any one time and is currently looking after five children of whom two are in the early years age range. The childminder takes children to and from local schools and attends other early years groups. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel welcomed and settle well in this relaxed family environment. All practise is inclusive and the childminder liaises with parents to ensure children's individual needs are met. All the required training has been completed and the childminder shows a sound commitment to continuous improvement through attending other courses. However, she has not yet established a real system for evaluating her practice to identify any areas for development. Consequently, not all requirements of the Early Years Foundation Stage are fully in place. Partnership with parents and others is working well, although, opportunities to involve parents in their children's learning are in their early stages.

What steps need to be taken to improve provision further?

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

- ensure Ofsted is notified of any change of persons living or working on childminding premises (Suitable people) (also applies to the Childcare Register) 02/08/2010
- ensure that for each type of outing a full risk assessment is carried out (Safeguarding and promoting children's welfare). 02/08/2010

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

- implement a system for monitoring and evaluating the provision to identify strengths and prioritise development that will improve the quality of the provision for all children
- develop further sensitive observational assessments in order to plan to meet children's individual needs and identify their next steps
- develop a regular two-way flow of information with parents with particular

regard to finding out about children's starting points and sharing information about their learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of her role and responsibilities for protecting children from possible abuse or neglect and how to pass on any concerns appropriately. She has recently attended a course to further enhance her knowledge in this area. Children are looked after in a safe and secure house where all risks are appropriately addressed and a daily risk assessment record ensures any hazards are identified before children arrive. All procedures are in place to keep children safe, such as, regular fire evacuation drills and safe walking procedures including the wearing of high visibility jackets. However, the risk assessment does not cover all the outings children take part in which may compromise their safety as not all risks may be identified. The childminder is fully aware that all adults around children must be either suitably checked or well supervised and informs parents of her back up plan with identified adults in case of an emergency.

The childminder has attended all the required training since registration but has only recently started to childmind following her maternity leave. She has attended a few different courses to update her knowledge and has a positive attitude to continuous improvement. All documentation is in place to support the safe and efficient management of her business. Although, the childminder has had no experience supporting children with disabilities or special educational needs, she is generally aware of how to liaise effectively with parents and outside agencies to ensure they are appropriately included. She talks openly with parents to gauge their views but as yet has no clear system for evaluating her practice and identifying her strengths and weaknesses.

Partnership with parents is open and friendly and information is shared through discussion, displays and written policies. All the required information is taken at registration along with the necessary consents. However, systems for ensuring the two-way flow of information between childminder and parents are not fully in place to help parents share effectively in their children's learning and development. The childminder has established good links with other early years groups within the community and has already existing connections with the school as her children also attend there.

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

The children enter happily into this household which is child friendly and where they mix with other family children. They are learning to promote their health as they take regular walks and play outside in the garden and understand that fresh air and exercise is good for them. Children enjoy healthy snacks and are encouraged and supported by the childminder to eat a balanced diet and try

different foods. They are learning to carry out daily routines, such as, hand washing to get rid of germs. Children are regularly reminded about guidelines to keep them safe, such as, when they are walking outside and they practise regular fire drills so they knew how to evacuate the house safely. Children are developing their independence and self-esteem through the encouragement they receive and the use of strategies, such as, sticker charts. They respond to opportunities for developing their independence, such as, taking themselves to the toilet or dressing themselves in preparation for nursery. Children are learning to share toys and take turns and to look after toys as they help tidy them away. They have access to a range of resources, some of which reflect the diversity of society and include different festivals in their discussions and activities. They enjoy developing their social and play experiences as they attend different groups in the community, such as, 'molly music', toddler groups and the library.

Children are settling in well as the childminder is relaxed and supportive to them, engaging them in lots of conversation to develop their ideas and encouraging them to share and recount experiences from home and school so she develops a full picture of each child. Children have a balance of free play as they engage in role play with dolls or share in activities with the childminder, such as, making butterfly mobiles with stickers, glitter and glue. They have a variety of books to look at and are starting to make marks and recognise some letters in their names. They are learning to identify shapes and balance items to make a tower while opportunities to maximise learning are often incorporated within the daily routine as they count the pieces of sandwich left as each mouthful is consumed. The childminder is generally aware of the need to plan around each child's preferences and does make some links around certain topics from school or events enjoyed by children, such as, a trip to the animal farm. However, as yet she has no established system for monitoring their progress through the early learning stages or for identifying the next steps in their learning and, therefore, planning for individual children is limited.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	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	2
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:

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 (Providing information to Ofsted) 02/08/2010