

Inspection report for early years provision

Unique reference number	EY384331
Inspection date	22/09/2009
Inspector	Georgina Walker
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 re-registered in 2008. She lives with her partner and children aged 11, eight and nine months. The whole of the ground floor in the childminder's home is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via two steps. The family has a dog, rabbits and fish. The childminder drives to the local schools to take and collect children. She attends the local parent, carer and toddler and childminder groups and takes children to the library and local parks. She shares and/or seeks information in partnership with other Early Years Foundation Stage (EYFS) settings the children attend.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding three children in this age group who attend full-time school. She also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder holds an early years childcare qualification. The childminder supports children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An extremely child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. A stimulating range of experiences are provided, however, there is insufficient evidence to show all areas of learning are regularly included to assist in planning for overall progress. Self-evaluation with realistic targets for improvement is generally comprehensive, however, the childminder has some gaps in her knowledge of the details in the EYFS Framework to ensure Ofsted is notified of significant events. The welfare of the children is effectively promoted and safeguarding aspects are given high priority in the substantial policies and procedures which are shared with parents to assist in developing an outstanding partnership.

What steps need to be taken to improve provision further?

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

- increase knowledge of the details in the EYFS Framework to ensure Ofsted is notified of significant events
- develop the observation and assessments to ensure all areas of learning are included to assist in planning for overall progress to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The childminder effectively utilises her experience and childcare qualification to create a professional, very warm and welcoming service. She ensures children's welfare and learning is substantially enhanced in partnership with parents, carers and others. She ensures children are safeguarded and has attended recent training on how to implement the local authority Safeguarding Children Board procedures. Detailed written policies and procedures to reflect the EYFS are included in her folder of documents which she shares with parents and gives them a copy on disc to retain. Cohesive partnerships are promoted through discussion to meet children's needs and parents are encouraged to share what they know about their child's developmental progress, likes and dislikes in comprehensive documents. These include records from previous settings the children attended. Visits prior to the commencement of the placement ensure each child integrates at their own unique pace and inclusion is successfully accomplished. Equality for all children in the childminder's care is consistently promoted and any additional language, cultural or medical conditions are systematically shared and relevant advice sought or researched to meet individual needs. All children's welfare needs are met and all achieve as well as they can as the childminder adapts activities to ensure they succeed and flourish. Parents of all children are given daily diaries, shown the folders of what their child has learnt and next steps are discussed. The childminder is proactive in visiting the other EYFS settings children attend and has successfully sought written plans for each child to ensure continuity.

The childminder has a good awareness of her legal responsibilities of how to implement the EYFS through self-evaluation, although some significant events to be made known to Ofsted have been missed. The childminder has set realistic targets to improve her service, especially in relation to the overall progress of children and has recently obtained documents to do this. Training across a wide range of childcare and safety related subjects as been attended since registration demonstrating the childminder's commitment to maintain continuous improvement. This includes managing behaviour and positive intervention sessions. Risk assessments and ongoing check sheets which promote children's well-being and safety in the premises and on outings are maintained. Children are well aware of the need to follow rules regarding safety. The childminder is very creative and resourceful in promoting this and organised an event to which the children, parents and the general public were invited. The police and fire service attended, giving away such items as puppets and leaflets and a wall display and photographs show how the children enjoyed this innovative method of learning in the childminder's care. They are aware of the consequences if they linger to collect toys when evacuating the premises during a fire evacuation practice.

The lounge/dining room is set up with different play areas resulting in effective and efficient use of resources and children enthusiastically making their own choices about what they wish to play with. Displays, such as the current theme of 'home water use' decorate the room and there is a notice board for parents to view. The children play games or do creative activities at the dining table and eat meals or snacks at the kitchen table. Younger children can sleep in a travel cot in

the corner of the room if required. An extensive range of resources are accessible and children are aware they can choose from a wide range of others, or the considerable range of craft materials stored in the shed. They are confident to ask to play outside as they are used to spending time in the fresh air. Exercise is promoted after school in the garden they learn to bounce on the trampoline, pedal the digger or use hula hoops and skip. The premises are very well maintained and children have superior knowledge about the risk of cross infection and use individual flannels and towels from their hook with their name and photograph on. The childminder holds a Food Hygiene certificate and is registered with the local Environmental Health Authority. She provides most children with meals, others eat sandwiches provided by parents, but all enjoy the considerable variety of fruit presented at snack times, including a new taste of a 'dragon fruit'.

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

The childminder supports learning through a substantial range of activities in the short time each child attends. Planning for a few weeks in advance enables the childminder to obtain relevant resources or do research into festivals. There are also opportunities for children to be inquisitive and suggest their own ideas, games or toys they wish to play with. The childminder clearly understands what children learn from activities and how she can help them progress. Children's individual abilities are considerably extended, although there is limited information to demonstrate this in relation to all areas of learning.

The children behave in ways that are safe for themselves and others, especially when toddlers are present as they know some toys may be dangerous, such as small pieces in the 'Barbie box'. They tidy up and are aware of the house rules which are displayed on the notice board. Good health and well-being are substantially encouraged and appropriate action is taken when children are ill. Drinks are provided with children having free access to beakers and a jug of filtered water. They help in the preparation of meals such as making their own pizza for tea.

Children develop a positive awareness of themselves and their needs through the support of the childminder. Equality of opportunity and religious, cultural and family background differences are successfully promoted. The children respond to the consistent praise and encouragement of the childminder and are proud to show their 'star chart' on the wall display when they have been rewarded for good deeds. Language and thinking is substantially encouraged as the childminder constantly talks to the children, extending their learning. The children eagerly respond to questions about such topics as what are the different leaves they have collected or where does the 'dragon fruit' come from? They are very inquisitive and the childminder shares her knowledge with the children or suggest ways to find out answers to questions. Children have access to a wide variety of books, including a range with positive images of the diversities within society which compliment their awareness of differences and acceptance as they meet people from a wide mix of cultures, backgrounds, abilities. Other resources and craft activities also provide positive images. Skills which children require for their future

are substantially developed for example through playing with battery operated toys such as the shop till or completing computer games. Children are supported to develop problem-solving and other mathematical skills when baking as they measure ingredients for the pizza or compare the size, shape and colour of leaves. A substantial range of craft resources are available and photographs in each child's development folder show children engage in a stimulating variety of activities, such as blowing bubbles outdoors as part of water play linked to the current theme.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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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