

Inspection report for early years provision

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Inspection date	14/09/2009
Inspector	Permjit Tanda
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 has been registered since 2005. She lives with her husband and daughter aged 14 years in Burton-on-Trent. There are local shops, schools and parks. The whole of the property is used for childminding purposes. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years of whom no more than three may be in the early years age group at any one time. On occasions she works alongside an assistant. Currently there are three children on roll in the early years age group and she cares for nine children on a part-time basis before and after school. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a level three National Vocational Qualification in Childcare and Education and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are welcomed into a warm and child-friendly environment where the childminder ensures they are valued as unique individuals and their learning and development needs are addressed well. Good provision is made to ensure children's safety, health and well-being. Strong links with parents/carers help involve them in their children's care and education and they are kept well informed. There is a strong commitment to strive for continual improvement through an effective self-evaluation process.

What steps need to be taken to improve provision further?

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

- make better use of observation and assessments to further support the children's learning and development through making sure they are consistent with early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder provides a homely environment where children feel safe. There are effective procedures in place to ensure all adults having access to children are suitable to do so. Well-developed records, policies and procedures required for the safe and efficient management of the service and to meet the needs of children and to keep parents fully informed are in place and regularly reviewed. The childminder has a clear understanding of the safeguarding policy and procedure and a commitment to working with other agencies to help protect children; this means children are safeguarded well. Robust written risk assessments of the

environment indoors and outdoors means prompt action is taken to manage and eliminate risks.

The childminder effectively organises her day around the needs of the children and therefore children feel at ease in the environment. A dedicated playroom organised with the children's needs in mind means children easily access resources which support their learning and development. The childminder effectively uses indoor and outdoor space to promote play opportunities and takes positive steps to ensure the resources and the environment are fully sustainable.

The childminder strives for improvement and to provide high quality care and education. She has a level three National Vocational Qualification in Childcare and Education and has good knowledge of how children learn and develop. She has a strong commitment and well-developed plans for future development which will continue to improve outcomes for all children. Local networking with other childminders for support and to share best practice, allows opportunities to question and develop practice and test new ideas.

Parents and carers are kept well informed about the children's achievements, well-being and development. The childminder regularly asks parents and carers for their views and ensures that they are involved and informed of important decisions about the provision. They receive detailed information about the provision in its policies and are kept up-to-date through daily discussion and very well used notice boards. Effective links are established with other nurseries and schools as and when required to help provide continuity of care and learning. Through closely working with parents the childminder has good knowledge of each child's background and needs and makes the most of diversity through overcoming barriers to children's involvement and achievement.

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

Children are welcomed into an environment where they can freely explore and become independent and active learners. The childminder has a good understanding and knowledge of the six areas of learning and how to support children to help them make good progress towards the early learning goals. Mostly she offers a broad range of meaningful experiences to support and extend children's learning. The childminder makes regular observations of what the children can do and enjoy, which helps her plan for their next steps in learning. However, assessments are not systematic with the early learning goals and therefore their next steps not always clearly identified.

Children enjoy a special relationship with the childminder and this close relationship leads to the growth of their self-assurance, sense of belonging and emotional health and well-being. Children are confident in their environment and know what is expected because of the clear agreed codes of behaviour. Children increase their independence and self-help skills as they seek to do things for themselves and easily move from one activity to another showing good levels of involvement in their play. Children enjoy communicating with the childminder

about what they are doing and the childminder responds well to this engagement. Their language skills are further developed through their enjoyment of music and singing sessions. The environment is rich in print and therefore children learn that print carries meaning, for example, their coat pegs are labelled with their names. Children enjoy making marks in sand, on paper and through using the 'magic screens', which are popular with the children. Children are beginning to show an interest in linking sounds and letters through repetition, rhythm and rhyme.

Children's knowledge and understanding of the world is supported well. Children regularly take walks and follow the 'nature trail' where they are encouraged to observe changes in their natural environment and collect items of interest. Children have been actively involved in growing lavender, sweet rocket and a variety of flowers and learn how to care for them. Children benefit from first-hand experiences such as visiting the zoo, farm and forestry centre. Younger children thoroughly enjoy using the sand and water at their own leisure, whilst older children are beginning to explore concepts such as floating and sinking and have opportunities to question why things happen. Children access a good range of resources that promote positive images of culture, race, gender and disability.

Children are developing an understanding of problem solving, reasoning and numeracy through accessing a broad range of resources such as puzzles, shape sorters, games and construction toys. They use a variety of programmable toys and information technology to help support their learning of colour, shape, number and sorting. Children practice their skills of measuring and weighing and have been recently involved in drawing around one another to compare size. Children increase their creativity and extend their curiosity through using their senses to explore. Children enjoy moulding and rolling and use a variety of arts and crafts activities. Children increase their imagination and share their thoughts, ideas and feelings through using musical instruments and role-play activities.

Children develop good habits due to the praise and encouragement they receive from the childminder and demonstrate a willingness to keep themselves safe when gently reminded. Children show a good understanding of the importance of following good personal hygiene routines and benefit from healthy and nutritious meal, snacks and drinks. Children engage in a wide range of physical activities, both indoors and out and show a positive attitude towards physical activity. They successfully develop skills that contribute to the future economic well-being through making good progress in their communication, language and literacy and through using a range of information, communication and technology equipment to support their learning.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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