

Inspection report for early years provision

Unique reference number	405319
Inspection date	05/10/2009
Inspector	Jasvinder Kaur
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 2001. She works alongside another registered childminder. She lives with her friend and one adult daughter in Bridgnorth, Shropshire. The ground floor rooms of the premises are used for childminding, with toilet facilities available on the first floor. There is a fully enclosed outside play area. The family has a pet dog.

There are seven children currently on roll. The childminder is registered to care for a maximum of six children at any one time. There are currently five children attending who are within the Early Years Foundation Stage, some of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. This provision is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local schools to take and collect children and attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association and the Shropshire Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is well promoted by the childminder, who has a close partnership with parents and other professionals in the area. Well-maintained records help the childminder to identify the needs of children and treat them as individuals. The setting is organised to enable all children to participate in activities and promote diversity effectively. Children make excellent progress given their different ages and abilities. The childminder continually endeavours to improve her knowledge and practice in most areas to provide a good quality of provision to all children.

What steps need to be taken to improve provision further?

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

- develop observation and assessment records to identify clearly how the learning experiences support children's progress and thus enhance the planning of next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect as the childminder has a clear understanding of the signs and symptoms of abuse and Local Safeguarding Children Board procedures. All adults within the provision have undergone effective vetting procedures. The childminder promotes a working partnership with parents

to safeguard children through sharing comprehensive policies and procedures. A thorough risk assessment of the premises and of prospective outings and daily safety checks are carried out to eliminate hazards. Children feel safe, are comfortable within a secure environment and benefit from team work with a co-childminder who equally enjoys caring for children. They use good quality toys and equipment appropriate to their age and stage of development. Premises are welcoming to both parents and children, with a wealth of displays of children's art work, colourful posters and information for parents about the service, which contribute to children's well-being. Laudable opportunities are arranged for children to become skilled in how to keep themselves safe, including visits from police officers and a visit to a local fire station. Regular input from the childminder about road safety and the possible dangers in everyday life also help children to learn about their own safety.

The childminder has a clear understanding of the service her setting provides and has a sound overview of what can be done to further meet the needs of the children. Regular meetings with a development officer and other providers and ongoing training help the childminder to update her professional skills in line with the Early Years Foundation Stage. Targets have been adopted to improve further the provision and outcomes for children as and when desirable. For instance, the selection of toys has been extended to advance their creative skills. The daily menu has been revised to accommodate children's needs more precisely and to encourage them to adopt healthy lifestyles. All policies and procedures are under constant review, and updated information is shared with parents. The complaints procedure and children's records are well maintained and readily available for inspection and for parents. Information is exchanged with parents about their child at admission and on an ongoing basis. Children's progress towards the early learning goals is shared verbally with parents every day. This contributes to parents becoming involved in their children's progress. The childminder works well in partnership with pre-school settings the children attend to ensure a seamless progression and continuity of learning towards the early learning goals.

Children have good opportunities to learn about themselves, each other and the world around them through play and planned activities. There is a wide range of displays and an ample selection of resources depicting positive images of diversity to help children understand and respect the values of others. The childminder demonstrates a positive awareness of how to support children with special educational needs and/or disabilities, or children who speak English as an additional language.

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

Children show an interest in the available activities and relate well to the childminder and familiar adults, who support and encourage them to develop in confidence. The childminder engages in their play and challenges them with helpful questions that result in children being active learners who can think critically. Children are provided with good play opportunities to help them make progress across all areas of learning and development. Individuals' interests and

ages are taken into account in the planning of activities. The childminder has set up a system to maintain children's individual profiles, though her observation records do not clearly identify how particular learning experiences support children's progress to help her plan activities towards next steps in learning.

Children demonstrate good communication skills while taking part in group games. They engage adults and peers in conversation and talk freely about their experiences at home and school. A wide selection of books is readily accessible to all children. Younger children show interest in the illustrations and printing in books and say the names of the objects featured. Older children like singing and sharing the nursery rhymes with peers, which they learn at nursery school. Routine activities such as mark making, writing for different purposes and visiting the local library, enhance children's communication skills. Children show developing understanding of numbers, shapes and colours through the range of activities and routines. They confidently recognise shapes, including circles, squares and triangles. Group games help children to develop numeracy skills, for instance counting toys and pictures in books. Children spontaneously sing number rhymes and use their fingers to represent numerals. During play they employ vocabulary for comparing different sizes, for instance 'big' tower. There is a good range of displays and resources such as shapes, colours, numerals, puzzles and jigsaws for children to advance their mathematical skills.

A variety of themed activities is planned to supplement children's learning and knowledge of the environment, including trips to the park, library, the Severn Valley Railway, a dog-grooming parlour and nature walks in all seasons. They had been growing sunflowers, observing how they grew and why one did not flourish, for example due to lack of sunlight or feeding. A suitable range of programmable toys gives them opportunities to begin to develop their understanding of how technology can help them in their everyday lives. Older children show a sense of pride while talking about their skills in using laptops at their nursery. Children explore colours, textures and shapes, and express their thoughts and ideas through a range of resources. They comment on their situation, for instance 'I am sitting on a green chair', 'I like pink'. Children use their imagination as they create their own art work alongside pieces for the purposes of a wall display. They paint, draw and make shapes and collages by pasting and cutting. There is a good range of musical toys and instruments to create music. Sensory experience is enriched through water, sand and a range of supplies to explore texture, including play dough.

Children's physical skills develop effectively through sufficient resources and challenges. They walk to their local amenities on a daily basis and use the equipment at their toddler groups and parks to advance their physical skills. All through the day, plenty of opportunities are provided for children to enhance their skills of coordination, control, manipulation and movement. Children's health is well promoted. They enjoy a sociable and relaxed atmosphere at lunch times with their peers and the childminder. They eat a range of healthy foods, including fish, meat, fresh fruit and vegetables. Drinking water is available and accessible throughout the session. Children are happy and confident, as the childminder uses a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity. They are all well behaved and

have a good awareness of right and wrong, responding positively to directions from the childminder.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----