

Inspection report for early years provision

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Inspection date	11/12/2009
Inspector	Shirley Amanda Wilkes
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 2006. She lives with her husband and three children aged nine, six and one year in Stafford, Staffordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. Access to the property is on ground floor level. The childminder walks to the local school to take and collect children and attends local pre-school groups.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age group. All children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well-settled in the caring and friendly home environment. Policies and procedures are effective and inclusive to ensure the children's welfare is promoted successfully. Children are safe and secure and confidently use the resources and happily choose what to play with. However, observations of the children are not yet used to inform planning for the individual child. A set of written policies and procedures are in place and are fully shared with parents. Effective partnerships with parents and other providers of the Early Years Foundation stage promote an inclusive practice and ensure individual needs are met. The childminder uses reflection of her practice which enables her to identify some areas for improvement. However this does not identify the strengths and weakness of the provision to further enhance the outcomes for children.

What steps need to be taken to improve provision further?

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

- use the observations made, to plan the next steps in children's individual learning and development
- develop further the self-evaluation process by taking into account the views of parents and children.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding issues and procedures to follow if she has concerns. She keeps up to date with current legislation and additional literature supports and increases her knowledge. Good safeguarding procedures ensure that persons not vetted are not left alone with

mindful children. Children feel safe and secure. They confidently explore their environment and approach the childminder for reassuring cuddles and to share their achievements. Good written risk assessments and a daily checklist support the childminder in ensuring potential hazards are minimised and in keeping children safe.

Children have easy and safe access to a wide range of good quality, age-appropriate resources. They happily explore and freely select resources demonstrating a sense of belonging and security. The childminder rotates the toys on a regular basis to give children new and different experiences to explore. She uses the local toy library for additional resources to ensure children's interest is maintained. Regular access to the garden ensures children's experiences are varied and regular outings to parks and local venues help children learn about the community they live in. As a result, children make good progress in their development. The childminder actively promotes equality of opportunity. She provides a range of resources that reflect differences and these are freely accessible. She plans a range of activities that are age and stage appropriate for children, ensuring all receive maximum enjoyment.

Whilst the childminder is committed to improving her practice and has identified some improvements which will enhance children's experiences, she has not yet developed effective systems to evaluate her practice and identify the strengths and weaknesses.

The childminder recognises the benefits from developing good relationships with other services in the local community, including local childminders group. These relationships help to improve knowledge sharing and good practice. The childminder has formed links with other providers of the Early Years Foundation stage to ensure children needs are met.

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

Children are happy, settled and secure in the childminder's care. They form good relationships with her, they demonstrate this as they confidently approach her to request other activities and they happily involve the childminder in their play, for example when requesting pictures to be coloured in. The childminder joins in with the children's play to enhance their learning, providing prompts and suggestions to help children think and demonstrate what they know. Children are involved in a variety of activities, within the home and on visiting various venues within the local community. This gives them opportunities to meet other people, use an extended range of equipment and resources, and explore their local environment. For example, regular visits to local toddler groups encourages children's social skills as they join in activities in a large group.

Children are beginning to develop skills for the future as they access books in the childminder's home and join in with cooking activities. An understanding of numbers and counting is reinforced in routine play, they also enjoy sharing their knowledge when saying the names of the fruit on the poster. Children have

opportunities to interact with programmable toys to enable them to begin to learn about Information and Communication Technology for example pretending to talk to a parent on the telephone. Children are confident within the setting and inform the visitor of their name. Their art work is displayed around the playroom which ensures they feel valued for what they do and parents are also able to see the things their children have been doing. Children take delight in showing their work and enjoy looking at the photographs sharing the names of their friends and what they were doing.

Children feel safe in the environment. They know the routines which includes the regular practising of emergency evacuation and this helps them to feel secure and confident. They learn to behave safely on outings and indoors; they listen to the childminder and follow her example. Children adopt healthy lifestyles. They wash their hands before and after eating, access physical activity indoors and outside and get plenty of fresh air. Dietary needs are accommodated and the childminder promotes healthy eating habits.

All children are welcome and through information sharing with parents and carers, and her own observations, the childminder gets to know them well to ensure their needs are met. The children make choices in their play and show a confident and healthy interest in all that is happening around them. However, observations are not yet used to inform to plan the next steps in children's individual learning and development. Children behave well and they show consideration for others. The childminder offers lots of praise and encouragement to children. This supports children in feeling good about themselves and as a result, develops their self-esteem and confidence. They help to tidy away their toys and activities ensuring they remain in good condition and do not provide a tripping hazard.

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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