

Inspection report for early years provision

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Inspection date	14/12/2009
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 1999. She lives with her partner in a small village in North Shropshire. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding 11 children on a part time basis five of whom are in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends the local parent/toddler group. The family has two dogs, a cat, goats, ducks, horses and chickens.

The childminder supports children with learning difficulties and/ or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the friendly home environment. Policies and procedures are effective and inclusive to ensure the children's welfare is promoted successfully. A varied range of activities and experiences enables the children to build their knowledge and progress well in all areas of learning. However, observations of the children are not yet used to inform planning for the individual child. The childminder develops positive relationships with parents which contributes well to children's welfare needs being met. The childminder uses ongoing reflection of her practice which enables her to identify strengths and to target areas for development. However, children's views have yet to be sought to further develop this process.

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 process for self-evaluation taking into account the views of the children.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has a good understanding of the indicators of abuse and procedures to be followed should she have any concerns about a child in her care. A clear safeguarding policy is in place and shared with parents. The risk of accidents indoors and on outings are minimised as the

childminder carries out daily checks. These safety checks are fully effective in identifying all risks to children on the premises and during all outings. A current first aid certificate is held by the childminder and she obtains written consent from parents to seek emergency medical treatment. This ensures that she could deal with an emergency quickly and appropriately. Regular emergency evacuation is practised with the children which helps them to feel safe.

Children play and move around in the home safely and confidently because the childminder carries out risk assessments. The childminder has begun to evaluate her provision and has started to identify the strengths and weaknesses of her service. However, has yet not taken the views of the children into consideration. Resources are very effectively arranged and organised, creating enabling environments for children to play and learn. Children are confident and independent learners because they have easy access to suitable equipment and a wide range and variety of exciting toys and play materials.

The childminder treats each child with equal concern, and gives them warm and appropriate attention. She helps to develop their understanding of the world around them through finding out about and acknowledging the customs and traditions of their own faith and those of others. The childminder has a good knowledge of children's backgrounds and needs. Effective partnership is established with parents to ensure the care provided is appropriate and consistent information is shared on a daily basis both verbally and through the use of daily diaries. Folders for each individual child records their ongoing progress in all areas of learning and indicate the next steps to encourage progress.

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

Children's welfare, learning and development are well promoted. Children initiate their own play indoors and play outdoors, making good use of the very well equipped garden. Children show they feel safe by confident and independent learning, making choices, helping themselves to toys and readily approaching the childminder if they need help or a cuddle. The childminder has established a system for observing children and keeping a record of children's experiences and activities. These observations however, are not used to plan for the next steps in children's individual learning. Children are interested in the good range of activities that are stimulating, interesting and meet their individual needs. They comfortably explore the environment and available toys whilst being very well supported by the childminder who engages and interacts with children. Children have access to a good range of play materials and equipment, this includes a good range of multi-cultural resources, such as books, dolls and small world figures. They are developing an understanding of the natural world as they are given many opportunities to spend time outdoors helping to feed the animals and to plant and harvest fruit and vegetables.

Children are beginning to learn about number as they take delight in sharing the written numbers in the book they are looking at. Children enjoy story time and looking at books together sitting on the child sized settee. Children play

cooperatively together completing jigsaws with the child minder offering assistance when needed. The playroom has many posters showing numbers and letters and a weather calendar all of which are used to encourage children in the number and letter recognition.

Children learn about a healthy lifestyle and their good health is promoted. Their diet and nutrition needs are well ensured as the childminder has a good understanding of healthy eating. A choice of nutritious snacks and freshly home cooked meals are provided, with drinking water available at all times. Children learn about safety, such as road crossing and talking to strangers. The childminder praises children frequently to promote their self-esteem and to encourage positive behaviour, such as sharing and playing together, minor disputes between children are promptly and appropriately attended to. Children feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines.

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
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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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