

Inspection report for early years provision

Unique reference number	EY224889
Inspection date	11/11/2009
Inspector	Linda Tomkins
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.

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Description of the childminding

The childminder was registered in 2002. She lives with her husband in Staffordshire. The ground floor, hall, playroom, kitchen, dining room and toilet of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. Access to the property is via two steps up to the ground floor level of the house. The childminder walks to local schools to take and collect children and attends local pre-school groups. The family has a dog and tropical and marine fish.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than four may be in the early years age range. She is currently minding six children in this age group on a part-time basis and three children over five before and after school and school holidays. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and attends the area Childminding Association meetings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has detailed knowledge of the children's home circumstances, interests and abilities, which ensures their individuality is well-recognised and respected. Good partnerships with parents and detailed secure knowledge of the Early Years Foundation Stage ensure that children make good progress in their learning. The childminder continually identifies aspects of her service that she would like to extend and develop. She monitors her service, evaluates by comparing and sharing ideas with other childminders and attends training. Policies and procedures are well-implemented to ensure significant continuity of care and learning and the substantial capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review and extend the information shared between each setting that children attend to ensure their social, emotional and educational needs are met.
- review the health and safety policy and ensure children are taught how to keep healthy by washing their hands before all food
- make sure all smoke alarms are in working order to ensure effective fire detection equipment is in place.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her responsibilities regarding child protection issues and how to report her concerns. She has developed effective partnerships with parents to share information to safeguard children. The childminder regularly attends various training courses to extend and enhance her knowledge and understanding of the Early Years Foundation Stage and has attained a Level 3 early years qualification. This means that children's learning and care are well-promoted. She is vigilant about safety issues, which means that children are safe and secure both inside and outside the home. The childminder conducts visual daily safety checks and the detailed risk assessments are regularly reviewed and clearly recorded. However the fire detection equipment in the kitchen area is not effectively installed which impacts on the efficiency to give warning of a fire.

The childminder is experienced in offering an inclusive service for children and their families. She is successful in making sure all children make significant progress and enjoy individual support to enhance their learning experience. Children in her care attend other Early Years Foundation Stage settings and the childminder is developing methods to work cohesively to form effective partnerships with schools. The children's next steps in their learning are discussed with parents in order to promote continuity and progression. Parents are provided with daily information on their children and they have open access to the children's 'Learning journey' folders. The childminder has developed methods to ensure that parents are fully aware of the details on their children's activities so they can further support and extend their learning at home. Parents send cards to thank the childminder for her service. One writes that their child 'loves to come' and 'thank you for being so flexible'.

The childminder is forward thinking in her determination to maintain and improve her good quality childminding service and has recently attended various short courses, including workshops on the Early Years Foundation Stage, Levels 1 and 2 for safeguarding children and first aid. Her self-evaluation form states her strengths and weaknesses, which enables her to focus on the most significant areas for improvement in order to provide consistently good outcomes for children. The childminder provides the children with a wide range of challenging, exciting experiences which are built-in to daily routines. She has a range of good quality resources and ensures the environment is stimulating, warm and welcoming.

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

Children are happy and content and enjoy their time they spend with each other and the childminder. Their confidence grows as they are provided with stimulating experiences and individual support, which helps them develop a positive sense of themselves. Children walk in the local community and visit pre-school groups to socialise and learn to respect diversity.

Their language skills are developing rapidly as the childminder interacts and joins in with the children's play and asks them enquiring, understandable questions. The varied range of resources are freely available and stored at low level including books which are chosen to read as part of free-play. Children enjoy stories with the childminder and acting as characters in story. They make strong progress and celebrate their achievements with mutual praise and applause. The childminder skilfully ensures daily routines are fully utilised to extend the children's learning experiences such as asking them to help tidy toys away and put their own coats on.

Children are encouraged to make decisions and select their own toys and resources. They use them imaginatively as part of their play. For example, the children use the dinosaurs in an imaginary game. When helping to remove the table cloth they put the cloth on their heads and shouted 'we are dragons' and made growling noises. Children understand the importance of keeping safe and respect the inside safety rules such as not running inside and holding on to the push chair when out walking.

They enjoy outings, frequent walks and visits to the park to develop their sense of well-being and physical skills. Personal hygiene is promoted by the childminder as she ensures the children progress to independence with personal needs. However, children are not always prompted to understand how and why they need to wash their hands before food. Their developing understanding is extended by linking a healthy lifestyle to eating healthy snacks and cooking activities.

Children are creative and readily paint and make their own models. They plan and excitedly take part in their role play. For example, dressing-up as a fire fighter and a police officer after visiting the fire station and having a visit from a police officer. They enjoy art projects using paper, card, paint and photographs record children's activities over time.

Children's enthusiasm and self-esteem grow as they are praised and thanked for kind, helpful behaviour and achievements. They are rewarded with smiles, hugs and an occasional congratulatory sticker. Children are taught to share and take turns and remember to say please, thank you and sorry. They are learning skills for the future as they practise early numeracy, communication and literacy skills in free-play and enjoying their books.

Children are fully assessed from the time they are placed with the childminder to ascertain their starting points. This is done by discussion with parents and the child when appropriate. Progress is monitored by observations which are used to inform the next steps, individual planning and areas where further support is required. Children have frequent opportunities to extend their understanding of the society in which they live through visits, discussion, stories and increasing their awareness of culture and minority groups.

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	3
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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