

Inspection report for early years provision

Unique reference number	EY320709
Inspection date	05/10/2009
Inspector	Janette Elizabeth Owen
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 registered in 2006. She lives with her husband and four children aged two, six-year-old twins and nine years in Bridgnorth in Shropshire. The whole of the ground floor and first floor bathroom are used for childminding.

The childminder is registered to care for a maximum of two children under eight years at any one time. She is currently minding one child in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are forming trusting relationships with the childminder, because of the very good individual support they receive. The childminder values diversity, and works in partnerships with parents to ensure a consistent approach is used where children's individual needs and routines are fully discussed; however, links with other settings children attend are not fully developed. Children develop behaviour appropriate to good learners and enjoy a balanced programme of free-play and planned activities both indoors and outside that supports their learning and development well. Records, policies and procedures are well-maintained and reflect the good practice used by the childminder. The childminder has evaluated her practice, and has clear plans for future development in order to bring about improved outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems to use observations and identified next steps to inform planning for each child's continuing development through play-based activities
- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends.

The effectiveness of leadership and management of the early years provision

The childminder effectively manages procedures to safeguard children. She understands her role in protecting children from harm and follows Shropshire's Safeguarding Children Board guidelines in relation to recording and reporting

concerns. The childminder takes appropriate action if she has any concerns about a child's welfare and ensures they have the correct treatment if they have an accident, require medication or become unwell. She holds a current first aid certificate. She has robust health and safety measures in place to ensure children are looked after in a safe and secure environment. Daily premises checks, well-documented risk assessments and a health and safety policy enable the childminder to monitor the effectiveness of her safety arrangements. The risk assessment also identifies safety issues that can be raised with children enabling them to develop their own understanding of being safe.

The childminder manages the time children spend in the setting well. She divides her time between taking children on outings and visits and providing a varied range of interesting and enjoyable activities within her home for the children. Good quality toys and resources are readily available and children can decide what they want play with and help themselves from the storage boxes. Children make good progress overall because a childminder uses information provided by parents in relation to their starting points and her observations of their current interests when planning purposeful play and exploration, both in and out of doors. There is a good balance between child-initiated activities and adult-directed activities. For example, children choose to play creatively and imaginatively with role play and small world toys. The childminder provides more structured activities such as planting herbs, making musical instruments or visiting the library.

Children benefit from the highly positive relationship the childminder has developed with parents. They are kept well-informed about their child's achievement, well-being and development. There are good arrangements in place for information sharing. The childminder provides both verbal and written information on children's daily routines, development and any policies and procedures used within the setting. The effective partnership with parents contributes to children's well-being and development. The childminder demonstrates a positive attitude towards working in partnership with other practitioners or agencies involved in children's care. She values parents' knowledge about their child's individual needs and works closely with parents to support any child identified with special educational needs and/or disabilities. However, she has yet to develop partnership working with other settings children attend in order to ensure a consistent approach to children's welfare and development is used.

The childminder has carried out a self-evaluation to ascertain the quality of her provision. She bases her self-evaluation on her ongoing monitoring and verbal discussions with parents. She has identified her strengths and areas for improvement particularly in relation to improving children's learning and development opportunities. Recommendations made at the previous inspection have been fully addressed. Children's safety has been improved by the attention given to risk assessments and their involvement in emergency evacuation drills; written policies and procedures are used to keep parents well-informed.

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

Children's learning and development is very well supported, the childminder has a good understanding of child development and uses effective teaching methods to enable children to acquire new skills and understanding. Activities are planned around children's current interests and ideas for activities which will capture their interests and enable them to be active learners. Regular observations are carried out, enabling the childminder to assess the progress children are making towards the early learning goals. Plans record what the childminder intends children to learn from activities and identifies the next steps in their learning. However, the next steps are not regularly carried forward to enable the childminder to monitor whether identified areas of development have been successfully addressed.

Children receive a high-level of individual support, this is beneficial in ensuring children's personal, social and emotional development is well supported. Children are very well settled and enjoy the company of the childminder. She has a caring attitude, engages well with children and sets clear boundaries enabling children to develop their sense safety and security. Good behaviour is encouraged using positive strategies which are used consistently. The childminder ensures that children play fairly, learn to share and take turns. They are developing positive relationships with both the childminder and other children.

Children's individual routines are respected. They have times to be active and times to rest and relax. There are good arrangements in place for ensuring children's good health. Hygiene procedures are implemented effectively so that children's health is not compromised. Children learn to manage their own personal hygiene in relation to hand washing and toileting. A high priority is given to ensuring children are provided with well-balanced, nourishing meals and snacks. The childminder freshly cooks meals for children that meet their nutritional and dietary needs. Activities such as cookery enable children to learn about food and talk about healthy eating.

Regular physical activities both indoors and outdoors enable children to get exercise, fresh air and use physical play equipment. Visits to toddler groups or the library provide good opportunities for the children to socialise, to choose their own books and develop their enjoyment of stories. The childminder makes good use of excursions to talk to children about road safety.

Children develop skills in speaking and listening and in numeracy through the good interaction with the childminder. Well-planned activities provide very good opportunities for the childminder to ask questions enabling children to become critical thinkers and find solutions to problems. They develop their language and vocabulary because the childminder introduces new words as well as reinforcing their understanding of basic skills such as numbers, shapes and colours. For example, children planted herbs, they felt the texture of the compost describing what they felt, filled the pots and added seeds and water. The children work together on tasks, sharing and taking turns. They ask questions and demonstrate their understanding that plants need water to grow.

Activities are provided which enable children to be creative and express themselves. Music CDs are enjoyed, providing opportunities for children to dance and develop an understanding of rhythm and beat. Their enjoyment of music is extended through activities such as making their own musical instruments. Art and craft activities such as mask making enable children to use different media and materials. Children learn about the world around them learning about living things such as plants and insects on the wider world as they join in the celebrations of different cultures or religions.

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
--	---

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
--	-----