

Inspection report for early years provision

Unique reference number	209746
Inspection date	11/12/2009
Inspector	Linda Tomkins
Type of setting	Childminder

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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

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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 1992. She lives with her husband and one adult son in Stafford, Staffordshire. The whole of the ground floor of the childminder's house is used for childminding together with the bathroom and two bedrooms on the first floor. The premises are accessed via a level drive and a step up inside the hall. There is a fully enclosed rear garden which is accessed via a step down to a paved patio and further steps down to a grassed lawn. The childminder goes to local schools to take and collect children.

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 two children in this age group. Care is also offered for children aged over five years. 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Policies and procedures are implemented to provide continuity of care and learning. The childminder has a developing capacity to maintain continuous improvement. She has detailed knowledge of the children's home circumstances, interests and abilities, which ensures their individuality is recognised and respected. Partnerships with parents and evolving knowledge of the Early Years Foundation Stage helps children to make progress in their learning. The childminder identifies aspects of her service that she would like to extend and develop. She shares ideas with other childminders and parents to monitor and evaluate her service.

What steps need to be taken to improve provision further?

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

- use training made available by the local authority and other sources to increase knowledge of roles and responsibilities
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder has a basic understanding of her responsibilities regarding child protection issues and a written policy and procedure. She has developed effective

partnerships with parents to share information to safeguard children. The childminder is vigilant about safety issues and ensures 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.

Children in the childminder's care attend other Early Years Foundation Stage settings and she has developed methods to work cohesively to form balanced partnerships with the settings. This allows the childminder to extend and compliment on the activities for the children. The childminder is experienced in offering an inclusive service for children and their families as she is active with a group of children who take part in the Special Olympics. She is successful in making sure all children make progress and enjoy individual support to enhance their learning experience. 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's care and they have open access to the children's 'Information files'. The childminder is establishing plans 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.

The childminder is working out ways to maintain and improve her childminding service and has attended workshops on the Early Years Foundation Stage (EYFS) and first aid. However, the childminder is still to extend her understanding of the EYFS and her roles and responsibilities within the framework. Her growing understanding of self evaluation allows her to monitor her strengths and weaknesses to focus on the most significant areas for improvement in order to provide consistent outcomes for children. The actions imposed at her last inspection have been achieved which has improved the provision. The childminder provides the children with a range of experiences, some of which are built-in to daily routines. She has varied resources and ensures the environment is warm and welcoming.

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

Children are happy and enjoy their time they spend with each other and the childminder. Their confidence grows as they are provided with varied learning experiences and individual support, which helps them develop a positive sense of themselves. Children walk in the local community and have outings and visits during school holidays to socialise and learn to respect diversity.

Their personal independence is developing rapidly as the childminder encourages children to take care of their own personal needs such as making choices on food and washing their own hands in the bathroom. The childminder joins in with the children's play and asks them enquiring, understandable questions. The range of resources are freely available and stored at low level including books which are chosen to read as part of daily activities. A current favourite is 'The night before Christmas'. Children make steady progress and celebrate their achievements with mutual praise. The childminder uses daily routines to extend 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, talking to the dolls and managing the traffic on the car mat. Children understand the importance of keeping safe and respect the inside safety rules such as not running or throwing inside and holding hands when out walking.

Children have visits to the park to run and use large equipment to develop their sense of wellbeing and physical skills. Personal hygiene is promoted by the childminder as she ensures the children progress to independence with personal needs. Their understanding is extended by linking a healthy lifestyle to eating healthy snacks and cooking activities.

Children are creative and readily paint and draw. They enjoy art projects using paper, card, paint and photographs record children's activities over time. Singing is encouraged and the inspector was treated to a solo of 'When Santa got stuck up the chimney', beautifully in tune and word perfect.

Children's enthusiasm and self-esteem grow as they are praised with smiles and thanked for kind, helpful behaviour and achievements. They 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 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 but because they are undertaken infrequently they do not accurately record progress over time or inform planning and next steps. Children have opportunities to extend their understanding of the society in which they live through visits to pre-school groups, 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- demonstrate how you will attain a level 2 qualification or meet the common core skills(Qualifications and training). 25/12/2009