

Inspection report for early years provision

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Inspection date	01/10/2009
Inspector	Diane Ashplant
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 2008. She lives with her husband and one child aged 11 years in Redditch. The whole ground floor of the childminder's house and a single bedroom and bathroom upstairs are used for childminding. Access is via a step to the front door. There is a fully enclosed garden available for outdoor play. The childminder collects children from three local schools and also takes children to local toddler groups and parks. The family have a dog.

The childminder is registered to care for a maximum of six children at any one time and is currently looking after seven children on a part-time basis of which four are in the early years age range. She is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle happily in this relaxed and inclusive family environment where their individual needs are well met through a good partnership with parents and the childminder's effective observations of their progress. The childminder has developed a sound understanding of the Early Years Foundation Stage and therefore all of the requirements are well met. Children benefit from a range of appropriate play resources and from an indoor/outdoor learning experience. The childminder shows good commitment to continuous improvement through attending a range of courses and has devised systems to evaluate and monitor her own practice. Her attention to wider partnership working is in its early stages.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that all reasonable steps are taken to ensure that hazards to children outside are kept to a minimum
- develop further systems to maintain a regular two-way flow of information with other early years providers.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has a good understanding of her role and responsibilities regarding protecting children from abuse or neglect and how to pass on concerns appropriately. She has a comprehensive policy which she shares with parents and has attended further training to heighten her awareness in this area. Children are cared for in a safe environment where most hazards are securely addressed by the childminder's attention to them and by her systems for risk assessment which are regularly reviewed and updated. All procedures are in

place to keep them safe such as safe collection and the childminder is very aware of her responsibility to safeguard children carefully when out and around other adults. However, the outside area where children have free and regular access is not always effectively managed to ensure the complete safety of young children as they explore and try out new things.

The childminder has attended all the required courses since registration and shows a good commitment to continuous improvement by attending others. She recognises the value of training in extending her knowledge and awareness and has therefore begun her NVQ Level 3 training. She evaluates her practice through a variety of systems such as a record book of her proposed and achieved targets. She consults openly with parents and has sought their views through questionnaires.

The childminder fully understands the benefits of working together with parents so that children settle well and she encourages parents to talk daily by providing a welcoming and approachable environment. She exchanges useful information with them about her business through her portfolio of policies and procedures and shares on-going information through daily diaries, newsletters and display boards. She also encourages parents to look at the children's individual development folders and her photographic albums of activities enjoyed and shared. She is aware of the benefits of spending time with parents discussing children's individual needs and routines to help them settle well and has developed a comprehensive 'all about me' booklet to record this and identify their starting points. She has started making links with other early years settings like toddler groups and recognises the importance of maintaining communication for children who attend several different settings although these are in their early stages.

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

Children are making good progress as the childminder knows them well and provides an interesting and well maintained play environment for them to enjoy. She has developed a secure understanding of the learning and development requirements through regular use of the appropriate documents and also researching the internet for relevant information and interesting ideas. She has a growing understanding of the benefits of using her observations of children at play to identify their progress and then linking this to the planning for their next steps. This is clearly documented in each children's development folder which is evaluated to show that all areas of learning are covered and that activities provide effective challenges for the children. The childminder recognises the benefits of outdoor learning and fresh air and so enables daily free-flow between in and outside allowing children to engage in activities of their choice. She provides a balance of independent play and more adult-led learning such as playdough and cooking activities where she appropriately engages with them to encourage colour and number recognition or makes links with family events such as a visit to the hairdressers or a imminent birthday. This helps children reflect and re-enforce their learning and use their developing language to recall such events.

Children are encouraged to develop a positive and respectful attitude to others as they are learning to take turns and share toys. The older children are asked to reflect on the consequences of what they do or say on their companions so they learn to have regard for the needs of others. Posters displayed within the home remind children of house rules and of keeping healthy through such routines as hand washing. The childminder has a positive attitude to providing an environment that supports and includes all children and uses her knowledge of individual children to adapt her approach and routines to help them feel more comfortable.

Children are learning about healthy eating as they are encouraged to enjoy a balanced diet and choose from a selection of fresh fruit snacks. They have easy access to their own drinks to ensure they keep hydrated. The childminder works together with parents to ease in development skills like potty training, offering children lots of encouragement and praise so they feel good about their achievements. Children are learning about safety as they have clear guidelines for walking and travelling in the car and when they go on outings the childminder has rigorous procedures for all to follow. Younger children are free to explore the home environment where any hazards have been highlighted and children are reminded about playing safely. They move very confidently around the home and develop their growing physical skills as they use the different equipment and benefit from lots of fresh air. They regularly visit the local park and toddler groups where they enjoy different equipment and have opportunities to socialise and try out new things. The childminder comfortably uses situations that naturally arise to promote children's understanding of the wider world and diversity and also provides some resources and activities to further their interest.

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	3
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

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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	3
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