

Inspection report for early years provision

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Inspection date	04/02/2010
Inspector	Olwen Pulker
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 2009 and lives with her husband and three children, aged 13, 10, and three years, in a South Staffordshire village near Wolverhampton. There are shops, schools, a library and a play park within walking distance. The whole of the house is used for childminding and there is a fully enclosed garden available for outside play. The family has two dogs, a canary and three corn snakes as pets.

The childminder is registered to care for a maximum of five children at any one time. She is currently caring for two children in the early years age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children, and attends local community facilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because they enjoy their time with the childminder and she recognises their interests and individuality. She maintains a two-way flow of information with parents regarding children's care and learning, and has formed effective links with other providers to ensure continuity in children's learning. The childminder has only recently started childminding and some systems, such as observational assessments and planning and self-evaluation are still in their infancy. Systems to monitor and evaluate practice are beginning to provide a sound basis to securing better 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 the use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.
- develop further evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm or neglect as she is aware of her responsibilities and has a clear understanding of the Local Safeguarding Children Board's policies and procedures. She conducts risk assessments for outings and continually checks safety aspects within her home and garden to ensure children remain safe during activities. Well-maintained records, policies and procedures are

shared with parents and support the childminder to promote positive outcomes for children.

The childminder provides a friendly and relaxed environment for parents and children and this helps to ensure that children's individual needs are met on a daily basis. A regular two-way flow of information between the childminder and the parents, for example, photographs of the children involved in various activities and receipt of children's creative work, effectively inform parents of children's daily routines and play activities and achievements. This contributes to their involvement in their children's care and learning. The childminder has developed effective links with other providers of the Early Years Foundation Stage which the children attend, exchanging information about their learning in order to ensure continuity and consistency in their development.

Toys and play equipment are kept in the garage and the childminder makes a selection available in the lounge for the children to access. These are rotated on a regular basis and are linked to earlier activities outside the setting, enabling children to extend their play and learning. Children know what resources are available and are invited to request alternatives of their choice.

The childminder has begun to evaluate her practice and has successfully identified some areas for improvement in her provision. For example, she highlights the need to 'develop the patio area to allow children more space to ride on wheeled toys and introduce more craft and mark-making activities'. A radiator is being fitted in the downstairs toilet area and the room containing the computer to provide a more comfortable environment for the children. She is committed to implementing improvements to her practice with support from the local authority. This demonstrates a positive outlook concerning continual improvement.

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

The childminder is familiar with the children's interests and abilities and provides a range of play resources and activities to meet these. She is beginning to plan for the next steps in children's learning, using observational assessments of what they can do so that children are sufficiently challenged and supported to extend their learning and development through play-based activities.

Children are happy and settled with the childminder. They develop a sense of belonging and inclusion because the childminder and the environment are welcoming. Children demonstrate growing levels of confidence and self-esteem as they are encouraged to become independent in self-care for which they receive meaningful praise from the childminder. For example, they help themselves to water from the drinks cooler and get changed into their uniforms when getting ready for nursery. They initiate their own play and confidently seek support from the childminder, who spends time with them, showing interest in what they are doing and saying. This also supports their communication skills. The childminder introduces vocabulary and repeats words to them during play. Children identify the first letters of their names as they add stickers to their star charts, and they

develop their mark-making when 'writing' shopping lists or joining dots. Daily routines, such as mealtimes are used effectively to extend children's learning; whilst preparing lunch, the childminder talks to them about the morning's activities and children respond enthusiastically about the animals they saw at the pet shop. She encourages them to think about animal habitats and the children recall seeing 'the lobster in the water and the turtle in the water and on the rock'. Children confidently name colours as they choose beakers and count the number of children sitting at the table. The animal theme is continued as the childminder suggests that the children might like to make mice and provides them with shelled boiled eggs, carrot pieces, raisins and grated cheese. They gleefully assemble these, counting as they add two raisin eyes, one carrot tail and two ears to their eggs and place the 'mice' on 'straw' cheese. Children are provided with good opportunities to develop their physical skills when playing with wheeled toys in the garden or using a variety of fixed equipment in various play parks which they visit with the childminder. Children visit places of interest away from the setting; they go to local toddler groups, where they enjoy a wide range of play activities and learn to be part of a larger social group, they borrow books of their choice from the local library and see animals such as chickens and pigs at a small holding which teaches them about life cycles and food production. These activities also help to raise their awareness of the wider community. Children are helped to respect and value all people and gain positive attitudes towards others of different ethnicity and those with disabilities, as they begin to form relationships with the childminder's friends and family members.

Children are learning about the importance of good personal hygiene as they wash their hands after using the toilet and before they begin eating. Sensitive reminders and explanations help them understand what to do when they cough, and the role hand washing plays in getting rid of germs. Children are provided with healthy and nutritious meals throughout the day, including fruit snacks and a home cooked evening meal. They take part in cooking activities, adding ingredients to pizza bases. Children are encouraged to behave in ways that keep themselves and others safe, and the 'House Rules', which the childminder has put in place, reflect this. Emergency evacuation is practised regularly so children know what is expected of them and how to respond in order to promote their safety.

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	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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