

Inspection report for early years provision

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Inspection date	20/01/2010
Inspector	Shirley Amanda Wilkes
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.

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 January 1992. She lives in Shifnal, Shropshire with her husband and one adult child. The house is near to local schools, shops and parks. All of the downstairs rooms and one bedroom upstairs are used for childminding purposes. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under the age of eight years at any one time, no more than three may be in the early years age range. There are currently seven children on roll, four of whom are in early years age range.

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 happy and well-settled in the caring and friendly home environment. Policies and procedures are effective and inclusive to ensure the children's welfare is promoted successfully. Partnerships with parents and carers are strong and the childminder recognises them as central to their child's well-being. Links with other providers involved in the care of the children are developing. The childminder uses ongoing reflection of her practice to improve, however self-evaluation does not yet take into account the views of parents and children. The childminder demonstrates the capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- use the self-evaluation process to identify priorities for development that will further improve the quality of the provision and consider how to involve parents and children in this process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the childminder's awareness of child protection, signs and symptoms of abuse and the action to take if concerned. The childminder has produced policies and procedures which accurately reflect her daily practice. These are shared effectively with parents to ensure they are fully informed about the setting. The childminder has completed risk assessments for the house and garden and for visits out of the home to ensure risks to children are identified and minimized and through discussion and boundaries they learn how to keep themselves safe. Regular fire drills are practised so that children know how to keep

themselves safe in an emergency.

The childminder has a good knowledge of the children she cares for. Each child is recognised as a unique individual and an effective partnership is established with parents to ensure the care provided is appropriate. Parents have access to a good range of policies and procedures which includes how to make a complaint. Information is shared on a daily basis both verbally and through the use of daily diaries. Folders for each individual child records their ongoing progress in all areas of learning and indicate the next steps to encourage progress. The records contain photographs and items the children have created providing parents with a valuable record of their child's activity and progress in the childminders care. The childminder recognises the benefits from developing good relationships with other services in the local community, including local childminders group. These relationships help to improve knowledge sharing and good practice. The childminder has begun to form links with other providers of the Early Years Foundation stage to ensure children's needs are met. Parents have access to a comprehensive range of policies and procedures which includes how to make a complaint. The childminder demonstrates a clear understanding of the support mechanisms required to ensure a fully inclusive service. Space is effectively organised along with a good range of resources to fully support children's play and development.

The childminder uses ongoing, informal reflection of her practice. This has resulted in her making changes to the way she records observations and assessments of the children. She has just completed a written evaluation of her practice. This identifies strengths within the setting but has not identified areas for further development nor have those who use the setting been involved in this process.

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

Children are happy, settled and secure in the childminder's care. They form good relationships with her, they demonstrate this as they confidently approach her to request other activities. They happily involve the childminder in their play, for example, when comparing the differences of a Postman soft toy with the jigsaw pointing out that the toy has no sack for the letters like the puzzle. The childminder joins in with the children's play to enhance their learning, providing prompts and suggestions to help children think and demonstrate what they know such as asking the child to identify the pictures when completing the alphabet puzzle. Children show great concentration and delight when fitting the pieces of the puzzle to complete the picture.

Children are involved in a variety of activities, within the home and on visiting various venues within the local community. For example, regular visits to local toddler groups encourages children's social skills as they join in activities in a large group. This also gives them opportunities to meet other people, use an extended range of equipment and resources, and explore their local environment. Children's

awareness of people's differences is promoted they are able to access resources that reflect cultural diversity and disability. They take part in planned activities look at different celebrations and festivals such as the Chinese new year and Australia day which helps to raise children's awareness of the wider world.

Children feel safe in the environment. They know the routines which includes the regular practising of emergency evacuation and this helps them to feel secure and confident. They learn to behave safely on outings and indoors. Children are encouraged to learn about healthy living and are supported to make healthy choices at snack time. Children have daily opportunities to enjoy fresh air and exercise as they walk to and from school. They also play in the childminder's garden or visit nearby play parks where they play on the equipment. Children learn how to keep themselves safe as they take part in regular emergency evacuation drills. When they go out for walks or in the car the childminder talks to them about keeping safe.

The childminder offers lots of praise and encouragement to children. This supports children in feeling good about themselves and as a result, develops their self-esteem and confidence. They help to tidy away their toys and activities ensuring they remain in good condition and do not provide a tripping hazard. Children are well-behaved and behaviour is effectively and calmly managed by the childminder, who has a calm and gentle manner.

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

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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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