

Inspection report for early years provision

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Inspection date	02/03/2010
Inspector	Sheena Gibson
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 2009. She lives with husband and child aged nine years in Barton-under-Needwood, Staffordshire. There are shops and schools within walking distance. All of the ground floor areas of the property are used for childminding. There is a fully enclosed garden available for outside play. Children are taken on local outings to parks and other areas of interest, including regular attendance at a local carer and toddler group. The childminder takes and collects children from a local school.

This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is registered to care for six children at any one time. Currently there are three children on roll who are under eight years, one of whom is in the early years age group. 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 cared for in an inclusive setting where their individual needs are effectively met and they make good progress in their learning. They are safe and secure within the home environment and when out in the local community due to positive steps taken by the childminder. Documentation is generally well-maintained and effective in supporting children's welfare. The relationship that the childminder has developed with parents provides a beneficial system of communication that successfully supports children. Systems for evaluation and plans for future improvement are effective in promoting positive outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a completed record of risk assessment for the indoor and outdoor environment. (Safeguarding and promoting children's welfare) 16/03/2010

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

- develop consistency in the observations carried out on children and also in how these are used to effectively identify and plan for their next steps for learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children. She has a sound understanding of child protection and the relevant supporting documentation is in place and shared with parents. The home environment, both indoors and outdoors, is safe and the childminder demonstrates that she identifies and takes action to minimise any potential risk to children, although the required written record of risk assessment is not complete. Outings are also risk assessed and practical precautions are taken to ensure children's safety when out in the community, which include helping children to understand how to walk safely along the pavements. The childminder is very enthusiastic about providing good quality childcare and learning. She has undertaken the required pre-registration courses to strengthen her understanding of how to successfully deliver the Early Years Foundation Stage and has booked onto several short courses to help improve her knowledge and skills. She has begun to develop effective systems for evaluating her practice including completing the Ofsted self-evaluation form and involves parents in her evaluation systems.

The childminder is aware that all adults in the home are to be appropriately vetted and knows when she needs to notify the regulator. For example, she informed Ofsted when she wanted her husband to be her assistant. She has developed and maintains a good range of documentation with copies her policies and procedures being available for parents. There is also a complaints policy that explains to parents what to do if they have a concern and how they can contact the regulator. The relationship between the childminder and parents/carers positively supports children. The childminder gives parents detailed information about the provision and in turn they provide her with information that enables her to effectively support the children resulting in a successful two-way system of communication.

The childminder effectively promotes equality and diversity. She recognises the uniqueness of each child and therefore is able to effectively meet their needs and ensure that they progress at an appropriate level and rate. Children successfully learn about diversity through available toys and activities that help them to value and respect everyone, resulting in good citizenship. The management and deployment of resources is effective and this includes the organisation of the home environment and the procedures that the childminder has developed to support her care of the children such as using her husband as an assistant.

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

Children make good progress in their learning because the childminder has a sound understanding of how to support them. She interacts well with the children, sitting at their level, whether on the floor or at the small table, to encourage their play. She uses different methods to encourage their early skills such as asking simple, open questions to promote language development. The learning environment helps to stimulate and interest the children, effectively promoting

active learning. They assertively move around the room getting items from the shelves or moving between floor activities. The childminder gets to know the children well and understands their interests and abilities. As well as this she undertakes valuable observations and as a result she is able to effectively tailor some activities to meet the needs of individuals. However, the observations are not always consistent and don't always identify the children's next steps, which means that they are not always used to effectively inform planning.

Children enjoy their time with the childminder. They have clearly developed a bond with her and feel safe and reassured by her presence. The childminder talks to children about the routine of the day such as snack time and when nappy changing time is, helping them to feel secure. Children demonstrate affection and are learning about caring for others through imaginative play. For example, they play with the dolls, change the dolls nappy, feed the doll and give the doll hugs and kisses. They enjoy using the magnetic drawing board to draw a cat for which they receive praise from the childminder. They then try to copy the cat sound made by the childminder, supporting early communication skills. Children enjoy the electronic toys and capably work out what buttons to press to make the animals pop out of the house. They demonstrate pride when the childminder offers praise, clapping their own success. Children are excited in anticipation of new experiences such as playing with gloop for the first time.

Children have regular access to fresh air and exercise. The childminder has a well-equipped garden and also takes the children to the park or to groups where they take part in physical activities. There are some indoor toys such as wheeled toys, balls and skittles that the children also play with. Children are able to feel safe in the setting because of the steps that the childminder takes to safeguard them and also because she helps children to understand how to keep themselves safe. For example, explaining to a young child not to put items in their mouth and with older early years children helping them to safely cross the road.

The childminder liaises closely with parents in relation to children's learning and this has clearly been fruitful as a once nervous child is becoming more confident. The childminder takes positive steps to minimise the risk of cross-infection. She has a sickness and exclusion policy that is shared with parents. Her home is clean and tidy and she takes effective steps to protect children from the risk of germs spreading, thus protecting children. The toys and resources that children use are clean and in good order. There are good hygiene procedures for hand washing and nappy changing that successfully support children's continued good health.

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	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