

Inspection report for early years provision

Unique reference number	EY396180
Inspection date	08/02/2010
Inspector	Jayne Rooke
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 her husband and son aged two years in Cannock, Staffordshire. The whole of the ground floor of the premises and two bedrooms on the first floor, are used for childminding. There is a fully enclosed garden available for outside play. There are shops and schools within walking distance. Children are taken on local outings to the park and to other childcare and community groups. The childminder takes and collects children from local schools.

The childminder is registered to care for a maximum of five children at any one time. There are currently three children on roll, two of whom are in the early years age range. The provision is registered by Ofsted on the Early Years register and the compulsory part of the Childcare Register.

The childminder has procedures in place to support children with special educational needs and disabilities, and who speak English as an additional language. There is suitable access to the ground floor of the property for people with disabilities; toilet facilities are available on the first floor. 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.

All children are valued as individuals and their safety, good health and well-being is supported very well. The childminder is dedicated to ongoing improvement and is beginning to use reflective self-evaluation methods well to continually enhance her professional and inclusive practice. Detailed written policies and procedures are clearly linked to the welfare and learning requirements. The childminder builds excellent relationships with parents, carers and other professionals to ensure that each child's needs are met and to ensure that all children make good progress in their learning. Individualised development records are clearly linked to the Early Learning Goals. The childminder maintains good links with other settings to ensure that consistent information is shared about children's development and welfare.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices.

The effectiveness of leadership and management of the early years provision

Children's safety and security is highly regarded. Safeguarding procedures are robust which ensures that children are fully protected from harm and neglect. Visitors identity is confirmed on arrival and details of their visit is noted in a diary. Children remain under the close supervision of the childminder at all times. All of the necessary documentation is in place and is regularly reviewed to ensure it is up to date. There is a clear system in place to record who has legal contact and who has parental responsibility. Risk assessments are detailed and cover all aspects of the home and outings. Parents and children are actively engaged in risk assessment and safety reviews so that all are confident of safety procedures indoors and outside of the home.

Parents and carers are welcomed into the childminder's home during introductory visits before their child starts to attend. They receive detailed information which helps them to understand the childminder's policies and procedures. They are fully aware of how to contact Ofsted should they wish to pass on any compliments or concerns. Personalised 'learning journey' information is regularly shared and often 'enthrals' parents with the 'in-depth' detail about their child's care and developmental progress. The childminder actively seeks suggestions and comments from the children and their parents and carer's, their views are highly valued and respected to ensure that each child receives individual care which is tailored towards their interests, abilities and capabilities. This successfully promotes continuity of care for each child.

The childminder has a good understanding of equal opportunities issues. She forms strong and trusting relationships with the children and their parents ensuring that children's individual needs are met and that any additional needs are sensitively managed and supported. Activities, resources and the environment are well-planned and organised so that all children can make choices in their play. As a result, children thrive within a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings.

The childminder actively promotes partnerships with other settings and professionals to consistently support children's welfare and development. She uses her existing knowledge and understanding of the Early Years Foundation Stage (EYFS) to best effect and is keen to drive and secure continued improvement, attending many early years training courses. She is a reflective practitioner and is developing useful systems to review, monitor and evaluate the effectiveness of inclusive practices.

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

Children are content and enjoy their time at the childminder's home. They are actively engaged in a well-balanced programme of adult-led and child-choice play which builds on what they already know and can do. This successfully supports

their knowledge and skills across all of the areas of learning. For example, children to take part in self-chosen role play which is accessible to boys and girls. They happily dress up in a range of outfits to represent 'people who help us' and are fascinated by the feel of play jewellery jiggling in their ears. Young children are given time to experiment and explore as they show great interest in placing objects into different sized containers. They begin to learn about the natural environment as they visit nature parks and use the calendar which prompts discussion about past and present events, weather patterns and seasons.

Children develop a positive interest in other cultures and beliefs and an awareness of people's differences and similarities through varied play activities and imaginative play resources. They enjoy social visits within their local community and on outings to a nearby city to celebrate a range of cultural festivals and events. This helps them to become aware of the wider world and helps them to value and respect diverse communities.

The childminder skilfully uses her knowledge of how young children learn and develop. She recognises their early attempts at communication and responds positively to their 'babbling' and gestures, helping them to vocalise new sounds and name familiar people and to demonstrate their needs independently when reaching for their drink container. Young children use a variety of writing materials to make marks on paper, developing early writing skills. They are fascinated by how things work and smile proudly as they press buttons to activate the shopping till. Children's confidence and self-esteem is boosted as the childminder offers enthusiastic praise and claps to show children that they are 'very clever'.

Children move around the home freely and safely. Stimulating resources and bright rooms are dedicated to children's play and learning. Displays of children's photos and art work helps them to feel valued and special. Toys are stored on open shelves, at children's level so that they can make independent choices in their play. The childminder skilfully follows their lead, asking open questions to develop their curiosity and interest in their play and explorations. Children enjoy many opportunities for outdoor play which helps them to explore and investigate in a variety of ways and promotes their physical health and well-being. They learn about good health and hygiene during bathroom and mealtime routines. The childminder provides nutritious meals and snacks to promote their healthy growth and development. Children learn how to keep themselves and others safe from an early age as they are gently reminded to take care when playing with small toys and to realise that some toys are not safe to lean on because they are 'wobbly'. The childminder is a good role model. She speaks kindly to the children, remaining calm and giving them time to initiate and manage their own play. Older children are encouraged to share toys with younger children and respond positively to the childminder's explanation that it is 'good to all play together' and 'to be kind and gentle'.

Observations and assessments are used very well to ensure that the programme of activities is tailored to promote individualised learning and to ensure that specific needs are identified and accommodated. Individualised development records show that children make good progress towards the early learning goals over a period of time. Information is utilised very well to identify areas for continuous provision

across each area of learning and to inform future planning. Objectives for 'next steps' learning are clearly identified. This maximises opportunities to further extend children's knowledge and skills. Effective planning systems ensure that all children take part in activities which are stimulating and enjoyable.

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	1

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	1
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