

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Rebecca Johnson
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 in a rural area in Stourton, West Midlands. There are shops and schools within driving distance. The whole of the ground floor and two bedrooms on the first floor 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 the local carer and toddler group. The childminder takes and collects children from local schools and preschools. The family have three dogs.

The childminder is registered to care for six children at any one time and is registered on the Early Years Register and the compulsory part of the Childcare Register. There is currently one child on roll in the early years age range. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, caring and comfortable family environment. Children are very settled and play happily together both with the childminder and their peers. Children are making good progress in their overall learning and development in relation to their individual starting points and capabilities. The uniqueness of each child is recognised due to the childminder's understanding of children's individual needs and her wholly inclusive practice where all children are valued and made to feel welcome. Positive relationships with parents are fostered in order to identify and meet children's individual needs and ensure continuity of care and learning. The childminder demonstrates a good capacity for continual improvement and is able to identify further areas for improvement; however, at present there are no clear systems in place of how to take these identified areas forward.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are well protected. The childminder is able to identify signs and symptoms of abuse and is fully aware of her role and responsibility in protecting the children in her care. Premises are safe and secure. Risk assessments and daily premises check lists ensure that potential risks to children are identified and minimised. All documentation which contributes to the children's health, safety and welfare is in place. The childminder understands the importance of evaluating the service that she provides. However, although she can clearly identify areas for improvement she is yet to implement systems to support her in order to fully recognise and implement changes which will enable her to facilitate and maintain continuous improvement.

The childminder is passionate about the service that she provides. She is well motivated and totally committed to providing a high level of care and education to ensure the best possible outcomes for the children. The childminder is very well organised and manages daily routines extremely effectively to accommodate the individual needs of the children attending. The environment is utilised to its full potential to provide children with choices about where and with what they wish to play. Her flexible planning develops through the interests and play preferences of children and ensures that they benefit from a good balance of child-led and adult-initiated activities that sustain their interest well. Equality of opportunity and anti-discriminatory practice is actively promoted to enable children to learn and develop respect for themselves and each other.

The childminder works well with parents in order to develop a consistent approach in meeting children's needs. Children are cared for in accordance with their parents' wishes and the childminder takes time to accumulate information relating to their individual needs and preferences before they start. This ensures continuity between home and minding environments and helps children to settle well. The use of a daily diary ensures that parents receive important information regarding children's routines and additional informal discussions take place each day to further develop good relationships with parents.

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

Children are happy and confident in the childminder's care where they benefit from very good support and gentle encouragement to enjoy and achieve. They readily participate in a range of activities which are challenging but achievable, ensuring children remain confident and motivated. The childminder knows each child exceptionally well. Planning is flexible to incorporate children's choices and individual routines. However, although the childminder is currently developing the use of observations they are not always linked to planning to ensure that children progress to the next steps in their learning and development. The childminder is very much aware that children learn through play and the day is planned to ensure

that children have fun and enjoy the time they spend with her. She encourages them to choose activities for themselves and then intersperses these with adult-initiated play to further enhance children's learning and development. Lovely warm and caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder is always close by to offer positive support, praise and encouragement for all achievements no matter how small. This helps to build children's confidence and self-esteem.

Children's time with the childminder is filled with laughter and smiles as they participate in fun activities such as bowling, making Red Indian headdresses with feathers and playing with play dough. Children benefit from time spent outside in the garden where they plant bulbs and seeds and they enjoy walks in the countryside or the park where they collect leaves and feed the ducks. They especially enjoy cooking activities and often bake bread or scones which they then thoroughly enjoy eating. Children are learning to speak simple Spanish words which the childminder skilfully intersperses with English to encourage and promote communication skills.

Children are highly valued and respected as individuals and their specific needs recognised and met appropriately. They are cared for in a warm, welcoming, clean and safe environment and there are procedures in place to protect them from illness and infection. Children are able to feel safe because of the childminder's caring approach, with routines for younger children followed from home for consistency and continuity of care. Children demonstrate their feelings of security, and express them as they play confidently and give out lots of spontaneous cuddles throughout their play time. The childminder enables children to enjoy a healthy lifestyle while in her care. She provides a well-balanced diet of healthy home cooked meals such as shepherd's pie, lamb stew and spaghetti Bolognese with garlic bread followed by traditional puddings of jam tart and custard or rice pudding. Fresh fruit is always available and children enjoy peeling and tasting oranges. Children follow simple hygiene routines, such as hand washing after using the toilet and the childminder acts as a positive role-model in encouraging and supporting these practises.

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	3

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