

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336102
<b>Inspection date</b>	27/05/2010
<b>Inspector</b>	Carol Johnson
<b>Type of setting</b>	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 has been registered with Ofsted since 2006. She lives in Tamworth with her husband and two children aged 12 and nine years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor of the childminder's home, together with a bathroom and toilet on the first floor, is used for childminding purposes and there is a fully enclosed garden available for outdoor play. The front and rear of the property are accessed by way of several steps.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding a total of four children in this age group. Most of the children that she cares for attend on a part-time basis. She also offers care to children aged over five years that attend in the holidays and after school.

The childminder is a member of the National Childminding Association and holds a recognised early years qualification. The family has a dog, fish and gerbils.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and making good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. The childminder provides an inclusive service where each child is valued and their individual needs known and met. Effective partnerships are in place with parents and others and this means that consistency of care for all children is assured. The childminder demonstrates a strong capacity for improvement, however, systems used for observing and assessing children's progress and self-evaluation are still being developed and are not yet fully effective.

## **What steps need to be taken to improve provision further?**

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

- develop methods for continuous observational assessment to help form an accurate view of where children are in their learning and development and where they need to go next and explore ways of encouraging parents to contribute to these assessments
- develop systems to monitor and evaluate the quality of practice to identify the setting's strengths and priorities for development that will help improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively protected because the childminder understands her role in safeguarding children and is able to put appropriate procedures into practice when necessary. All adults in the household have been suitably vetted. A clear safeguarding policy supports her practice and this is shared with parents. A range of safety precautions are in place within her home and a combination of thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised. Children are not released into the care of unknown individuals and documentation to ensure their welfare and safety is well-maintained.

Children's individual needs are known and consistency of care assured because the childminder has formed good relationships with their parents and others involved in their care and education. The childminder has devised a comprehensive portfolio that is shared with parents. It contains a wealth of information that includes training certificates and the childminder's clearly written and inclusive policies and procedures. This provides reassurance for parents and ensures that they are clear about the service she provides. The childminder gathers parental views both verbally and by way of questionnaires. Comments recorded on these questionnaires include those that praise the childminder's helpful and supportive nature and express how happy and content children are. The childminder also asks children about their likes and dislikes and some children have expressed their thoughts by drawing pictures of the activities they enjoy.

The childminder is enthusiastic about what she does and is committed to improvement. She holds a recognised early years qualification and has attended a variety of training courses to enhance her knowledge and understanding of childcare related subjects. She regularly networks with other childcare professionals to exchange ideas and share aspects of good practice. The childminder has started to evaluate her service and is constantly assessing what she provides and how it could be improved. However, systems for doing so effectively are not yet fully developed. Consequently, her ability to effectively identify her own strengths and plans for improvement that will have the most impact on outcomes for children are somewhat impeded. Recommendations raised at her last inspection have been suitably addressed and result in improved outcomes for children.

Children are treated as individuals and are having fun in the warm and welcoming atmosphere provided by the childminder. They have sufficient space to play and rest and toys and resources are plentiful and accessibly stored. The childminder loans additional toys to enhance and add variety to children's play and she also makes good use of local community facilities. Contingency arrangements with other childminders known to both children and parents provide children with security and help to reassure parents.

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

Children are making good progress in relation to their starting points because they are happy and settled and the childminder provides an array of experiences that interest them and meet their individual needs. She asks children what they would like to do and they are able to make independent choices from her vast selection of resources. She regularly talks to other settings that some of the children attend about the subjects they are covering and how individual children are progressing. Consequently, she is able to plan experiences and provide resources to compliment and enhance children's learning and development.

The childminder demonstrates a good knowledge of how children learn and develop. She observes them during play and thoughtfully uses what she discovers to identify children's individual needs and preferences and assess their progress. She can confidently describe where children are in relation to their learning and development and where she intends to move them on next. Each child has a folder and these contain the childminder's observation records and photographs of them involved in play. These folders are shared with parents and some of their comments, in respect of things they have noticed about their children, have been included. However, current methods for planning, observation and assessment are not yet fully established and parents are not effectively invited to contribute to this process. Consequently, children may not always be effectively challenged and/or supported to reach their full potential.

Through meaningful everyday experiences and general play children are gaining the many skills they will need in future life. They go on lots of outings and during these the childminder cleverly reinforces road safety and encourages children to count and identify the colours of things that they see, for example, cars. She draws their attention to the environment around them and through visits to local community groups children are learning to socialise and communicate with other people. Children enjoy easy access to a range of resources that show positive images of diversity and are learning about themselves and the wider community through a mix of planned activities and general play and discussion.

Children enjoy lots of physical play and fresh air and this helps to keep them healthy and active. They follow good hygiene routines and their easy access to drinks throughout the day ensures that they do not become dehydrated. Parents provide food for mealtimes and this ensures that food meets children's dietary requirements and reflects parental wishes. Children of all ages sit together at meal times and this is a happy and social occasion. Children behave well and display good manners. Their good behaviour and effort is readily acknowledged by the childminder who provides them with a calm and polite role model.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide information about the registration system for the voluntary part of the Childcare Register (Providing information to parents). 03/06/2010