

Inspection report for early years provision

Unique reference number	EY400160
Inspection date	22/04/2010
Inspector	Dianne Lynn Sadler
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2009. She lives with her husband and two children aged four and two years in a residential area of Tamworth, Staffordshire. The whole of the ground floor of the property is used for childminding purposes and the bathroom on the first floor.

The childminder is registered to care for four children at any one time. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both of whom are within the early years age range.

The childminder has procedures in place to support children with learning difficulties and/or disabilities and who speak English as an additional language. The childminder takes and collects children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well settled in an inclusive environment in which they enjoy their time and make good progress in their development. Their welfare is safeguarded well and the childminder is developing strong relationships with parents and other providers to meet the needs of all children successfully. The childminder shows commitment to developing her practice and has plans for further development in order to better all the outcomes for children. This demonstrates her capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- use observations made to assess children's learning and identify their learning priorities towards all the early learning goals from the start of the placement
- maintain a regular two-way flow of information with parents with regards to children's learning and the evaluation of the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder has a clear understanding of child protection issues and of her responsibility to protect children's safety and welfare which ensures children are well protected. The childminder is vigilant about safety issues. She conducts a thorough risk assessment for all areas of the premises to ensure children receive care in a home that is safe and secure and she carries out risk assessments for outings. Her practice is underpinned by a clear set of written

policies, procedures and records and these are shared with parents.

The childminder provides a service that is inclusive for all children and their families. She has a very good awareness of the children's individual needs and interests and has a very caring manner which fosters children's sense of wellbeing. She provides a wide range of good quality resources that are easily accessed by children in a dedicated playroom so that they can make good choices and decisions in their play. Resources show positive images of diversity and children are made aware of all celebrations and festivals around the world. For instance, the Lebanese festival of Matzah, which is celebrated at spring time, is explored by children who enjoy trying new foods at this time. This helps to promote their good understanding of diversity. The childminder understands the importance of developing effective relationships with parents and other providers. She provides parents with written daily diaries and a parent pack detailing all written policies. Parents are encouraged to write references for the childminder. They comment on the honesty and reliability of the childminder and state she is extremely warm and friendly and has a cheerful persona and positive attitude. She provides creative activities and is good at adapting activities to suit all ages.

The childminder is motivated to improving all the outcomes for children. She successfully monitors and evaluates the setting and successfully identifies the strengths and areas for future improvement. For instance, she has plans in place to attend further training to ensure her knowledge and skills continue to be developed. She is also intending to provide children with access to an outdoor play area and is developing her systems to record children's development. However, parents do not yet fully contribute to this process.

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

Children develop a close relationship with the childminder and each other. They are learning to respect each other and behave well because the childminder sets clear boundaries. For instance, during play children are learning to co-operate, share and give each other praise for successfully completing tasks. They are encouraged to say sorry when they have a disagreement and they readily give each other a hug. Children benefit from a healthy and nutritious packed lunch prepared by their parents and stored appropriately by the childminder. They also enjoy fresh fruit such as bananas and apples for snacks and a drink of water or juice throughout the day. This helps to keep them well hydrated. Children access fresh air and exercise daily when walking to the library, pre-schools, park and toddler groups. During play children demonstrate their good knowledge of safety issues. For instance, when the childminder asks children what they do in an emergency, whilst reading a story about fire fighters, they confidently reply 'ring 999'.

Children are enthusiastic learners because the childminder provides a wide range of play activities that broadly supports their progress in all areas of learning. Children show a particular interest in books which promotes their learning in communication, language and literacy. They confidently select a book about jobs

to read with the childminder. They listen with enjoyment and respond well to the questions she asks. For instance, when she asks what letter of the alphabet the word 'Jobs' starts with children confidently answer 'J' and then go onto explore other words which start with the same letter, including their own names. This enables them to explore the meanings and sounds of new words and extend their vocabulary. Children also enjoy exploring and investigating the environment around them. They show a great interest in the inspectors' laptop and successfully identify the letters of their names. They use the keyboard very well and enjoy making patterns with the letters.

The childminder observes children's development and records the information well in the children's 'Learning Journey' folders. She successfully links the information gained to all the areas of learning and identifies children's learning priorities. However, the system does not clearly show children's learning from the start of the placement towards all the early learning goals. This may hinder the progress they make.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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 compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of their Childcare Register and which a parent makes in writing or in email (Procedures for dealing with complaints). 11/05/2010

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:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of their Childcare Register and which a parent makes in writing or in email (Procedures for dealing with complaints). 11/05/2010