

Inspection report for early years provision

Unique reference number	EY391195
Inspection date	16/04/2010
Inspector	Mary Anne Henderson
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 two children aged seven and three-years-old in a house in Staffordshire. The childminder is registered on the Early Years Register to care for four children and is currently caring for two children within the early years age group. Children can attend for various sessions throughout the week. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

All downstairs areas of the house and the upstairs bathroom are used for childminding and there is an enclosed outdoor play area. The family have no pets. The childminder is able to take and collect children from local schools. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and caring environment for all children and their parents. She regularly liaises with the parents to ensure the children's welfare is well-maintained. The childminder also liaises with other providers of the Early Years Foundation Stage, thereby ensuring inclusion for all children on roll. The systems in place to evaluate the provision are good and include input from the children. However, systems to include all parents in the self-evaluation processes are less effective. The childminder shows a strong commitment to improving her practice on an ongoing basis.

What steps need to be taken to improve provision further?

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

- ensure parents are fully included in the self-evaluation procedures of the setting.

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision is good. There are positive relationships between the childminder and the parents to ensure the children's needs are identified and met. This promotes inclusion for all children on roll. The children are protected because the childminder has a good understanding of the safeguarding policies and procedures of the setting and how to ensure children are well protected. Risk assessments include areas, equipment, toys and all outings involving the children. All adults are suitably checked and vetted.

There are good systems in place with regard to self-evaluation of the provision,

including input from the children. However, parents are not yet meaningfully included in these systems. The childminder fosters relationships with other settings providing for the children in the Early Years Foundation Stage, thereby further promoting inclusion. Parents are kept informed about their child's ongoing progression in their learning and development on a daily basis. Parents have free access to the policies and procedures of the setting.

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

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They learn through routines and activities about the need to wash the germs from their hands before eating and after visiting the toilet. The childminder ensures they are provided with a balanced diet. She also talks to the children about the importance of healthy eating and the need to be physically active. Children enjoy using various equipment in the garden including bats and balls, trikes and the trampoline under close supervision of the childminder. They also regularly visit parks to use large equipment to extend their climb and balance skills. Children are beginning to learn about the importance of personal safety. They learn to cross the road while on outings with the childminder and they are also involved in the fire evacuation procedures of the setting. The children show they feel safe as they approach the childminder for assistance with activities and for comfort when they need it. Children behave well, independently make choices about their activities and they have a high regard for one another and the childminder. They receive praise throughout the day and at times receive certificates or stickers for achieving or helping others.

Children find out about their environment, identifying features and noticing the natural world.

They enjoy a broad range of visits to places of interest including Rodbaston College where they find out about tropical fish and other animals such as the rabbits and racoons. They also like to visit farm animals and notice the butterflies, bees and other insects they find in the garden. Children enjoy meeting other children and adults as they attend weekly toddler groups. Here they enjoy using different equipment and involving themselves in various activities with their peers. Children also enjoy visiting the local library to listen to stories and choose books to bring back to the setting.

The children are beginning to use technology and use information and communication technology to support their learning. They use table top computers to explore various programs to support their mathematical skills including shape, colour numbers and calculation. This supports their problem solving skills well. To further their skills in problem solving children also like to build with construction resources and put puzzles together with the childminder. They also count in everyday situations such as counting cars and the steps they climb as they go on local walks. Children explore capacity as they fill and empty vessels during sand and water play activities.

Children explore colour, texture, shape and form in two and three dimensions

during messy play activities. For example, they like to roll, cut and mould the play dough using various tools that support their physical development. They also like to push their hands through the gloop and talk about how it feels with each other. The children enjoy colouring in and painting pictures to take home or display at the setting. This fosters their sense of belonging very well.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They like to read story and reference books depicting positive images of diversity including positive images of disabled people. They also play with a range of resources depicting positive images which includes dolls, small world people and puzzles. Children are beginning to explore festivals. For example, during Chinese New Year they make masks and art work for the display board in their play area. They also explore Diwali and Easter through creative activities and discussions.

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