

Inspection report for early years provision

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| Unique reference number | 209785 |
| Inspection date | 24/05/2010 |
| Inspector | Carol 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).

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 1989. She lives in Tamworth, Staffordshire, with her two adult children. 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 with the exception of the dining room and conservatory is used for childminding purposes. The childminder also occasionally uses a bathroom and bedroom on the first floor. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom not more than four may be in the early years age range. She is currently minding four children in this age group. She also offers care to older children. The childminder supports children with special educational needs and/or disabilities.

The childminder is a member of the National Childminding Association and holds a recognised early years qualification. The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and having lots of fun in the warm and welcoming environment provided by the childminder. She knows them well and works hard to meet their individual needs. Effective partnerships are in place with parents and other professionals and this helps to ensure coherence and consistency of care for children. Self-evaluation is part of the childminder's everyday practice and paperwork is maintained well. Systems used for planning, observation and assessment and involving parents in this are not yet fully effective but the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve methods used for planning and assessment and develop strategies that encourage parents to contribute to the observation, assessment and planning cycle.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder demonstrates a good knowledge of child protection procedures and affords safety a high priority. A clearly written safeguarding policy supports her practice and a combination of thoughtful consideration, daily checks and written risk assessments ensure that

potential risks to children are effectively identified and minimised. Toys and equipment are regularly cleaned and broken toys are thrown away. Children flourish in the childminder's care. The well-organised and welcoming environment that she provides creates an atmosphere that is conducive to both learning and having fun. The childminder's home is clean and well maintained and children have lots of space in which to play and rest. Toys and equipment are plentiful and of good quality. The childminder borrows additional resources and these enhance and add variety to children's play and learning.

Children's individual needs are known and met because the childminder has formed good relationships with them and their parents. Some of the children in the childminder's care also attend other settings delivering the Early Years Foundation Stage and the childminder is aware of the value of working in partnership with staff at these settings to support individual children. She reads newsletters and talks to staff about forthcoming events and teaching strategies. Also, the childminder chats to children about the things they have done and enjoyed at these settings. She shows interest in what they have to say and plans appropriate experiences to complement and enhance their learning. The childminder regularly chats to parents about their child's welfare and development and they comment very positively on her service and friendly and approachable manner. Written policies and procedures that ensure the safe and efficient management of the setting are shared with parents and they clearly outline the service she provides. The diversity of individuals is valued and respected and the childminder's fully inclusive policies and procedures work well in practice.

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. For example, she has attended training in sign language, food hygiene and health and safety. She is constantly reviewing all aspects of her service and has completed the Ofsted self-evaluation form. Consequently, she is well aware of her strengths and weaknesses and has carefully thought about the things she wishes to improve. Recommendations raised at her last inspection have been suitably addressed and result in improved outcomes for children.

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

Children enjoy access to a wide variety of good quality toys and equipment and relish their time with the childminder. They enjoy a vast array of experiences both indoors and outside and the many skills they will need in future life are being developed well. Friendships between the children are evident and they are settled and secure. They benefit from a homely environment where they feel safe, well cared for and can relax. The childminder thoughtfully motivates and inspires their learning by making sure that experiences are appropriate and interesting. She asks them carefully chosen questions that encourage them to think and gives them plenty of time and opportunities to explore and investigate for themselves. Children enjoy imaginary play and acting out familiar experiences. During the

inspection children were engaged in pretending to make cakes whilst playing with sand. They talked about mixing the ingredients, what they were making and carefully spooned the sand mixture into cake cases before pretending to bake their cakes. They chatted happily amongst themselves and were at ease to play either alone or with the childminder.

The childminder sensitively observes children during play. She records some of what she sees and hears in individual learning and development records that she shares with the children's parents. These records contain observations, photographs and some examples of children's work and help to form a picture of children's time with the childminder. This information is then used by the childminder to help assess what stage children are at in their learning and where she needs to move them onto next. Through discussion she demonstrates a good knowledge of individual children and can describe their personalities, needs and interests. However, methods to inform parents about planned experiences and to encourage them to contribute to their child's learning and development record are not fully effective. Also, the childminder has yet to adopt a system whereby she can assess children's learning and development, over time, in relation to the six areas of learning. Consequently, children may not always be fully challenged or supported to reach their full potential and parents' ability to support and/or extend children's learning at home and in the setting is somewhat reduced.

Children are at ease to go to the childminder for comfort, reassurance and support and display high levels of confidence and self-esteem. They demonstrate good manners and show care and consideration for others. Their good behaviour and effort is readily acknowledged by the childminder who provides them with a good role model. She ensures that children are aware of house rules and understand why they are in place. For example, older children know that they must not leave toys with small parts where they may pose a potential choking hazard to the younger ones. Children take part in regular fire drills and the childminder organised a home fire safety visit to help reinforce issues around fire safety in a fun and child-friendly manner. Fire officers came to an open space opposite the childminder's home and children were able to sit on the fire engine, try on items of their uniform and have a go at using the hose.

Children's health is effectively assured as they enjoy lots of physical exercise and fresh air, follow good hygiene procedures and enjoy healthy meals and snacks. Drinks are readily available and prevent children from becoming dehydrated. Children regularly play outside in the childminder's back garden and have access to a wide range of physical play equipment. They go for lots of walks and visit local parks and community facilities. Children learn about the changing weather and seasons and planned activities, for example, using fishing nets in the local brook help children to learn about and experience nature. Children learn about themselves and the wider community through general discussion, exploring various religious and cultural festivals and enjoying easy access to a range of resources that show positive images of diversity.

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

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| 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

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| 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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| 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

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| 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

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| 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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