

Inspection report for early years provision

Unique reference number	401983
Inspection date	17/05/2010
Inspector	Lesley Jane Bott
Type of setting	Childminder

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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

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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.

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 2001. She lives with her husband and two children aged 17 and nine years in Cheslyn Hay. The whole of the ground floor, with the exception of the conservatory, is used for childminding. There is a fully enclosed garden available for outside play.

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. There are currently 13 children attending all on a part-time basis, five of whom are within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register

The family has a guinea pig and two rabbits. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Partnerships with parents are well established, with parents receiving good detailed information on their child's welfare and learning and development, whilst partnerships with other providers is not so well established as yet. The childminder is however keen to extend skills and knowledge to further enhance outcomes for children. Children settle quickly and easily with the childminder and relate well to her and to other members of her family. They make good progress because she identifies their learning priorities and provides an interesting range of play opportunities to support their development. Children's individual welfare requirements are met well because the childminder works closely with the parents to ensure that she is well informed about their needs.

What steps need to be taken to improve provision further?

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

- update all records for children on parental responsibility and who has legal contact
- develop the opportunities for partnership working where children receive care and education in more than one setting
- extend the planning of activities to provide more practical opportunities to promote equality and diversity.

The effectiveness of leadership and management of the early years provision

Children are protected well as the childminder has attended safeguarding training to ensure she has a secure knowledge of the possible signs of abuse and the correct procedures to follow if she had concerns about a child in her care. Parents are informed through the well written child protection policy of the procedures to be followed, ensuring that she acts in the child's best interest at all times. She ensures that adult members of her family have undergone checks with the Criminal Records Bureau to ensure their suitability to be in contact with young children. Whilst paperwork is in place, not all children's details of who has legal contact and parental responsibility is complete to ensure that full details are held on children. Detailed risk assessments are carried out regularly to identify and minimise hazards to children both on and off the premises.

Children benefit from the childminder's clear vision and commitment to update and improve her practice. She does this by attending training and she has recently completed a Level 3 qualification and gained a lot of her knowledge of the Early Years Foundation Stage through attendance at courses and workshops run by the local authority. The childminder is enthusiastic about her profession and has begun the process of self-evaluation to determine where further improvements can be made to develop the practice. Since the last inspection, she has addressed the two recommendations, ensuring that a current first aid certificate is in place and risk assessing the kitchen area to ensure children remain safe. Links with other providers are in the early stages and are not yet fully extended to ensure a consistent approach is achieved to promote children's ongoing learning and development.

The childminder works closely with parents and carers to ensure that children's individual needs are met at all times, particularly for younger children. Settling-in sessions are offered to parents with the childminder gaining full information on the children's likes and dislikes and routines for younger children to meet their needs. Daily verbal feedback is given to parents on their child's day and learning and development experiences to ensure that they are kept informed. A written comprehensive set of policies and procedures are in place which parents can view before their children attend so they are well informed about the provision.

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

Children enjoy their time at the childminder's as she is highly skilled in tuning in to each child's interests and using daily routines and activities to promote each area of their learning. For example, an activity is put on hold while the children watch the bin men emptying the bins down the road and talk about the big lorry. The childminder is aware of how each area of learning can be addressed during a focused activity, for instance, children learn about celebrating different festivals and celebrations during the year, for example, Mother's Day and Halloween. However, the younger children do not have an opportunity to develop their

understanding of diversity in celebrating different cultures and festivals. The records of children's attainment are being developed as the childminder is in the process of collating their progress through observations which include next steps in learning.

Children settle easily with the childminder and relate confidently to her and to other members of her family. They learn to share toys together and follow the positive role model offered by the childminder as she reinforces good manners and consideration of others. Children are enthusiastic learners and the childminder understands how to plan and provide them with a good balance of enjoyable opportunities for both free play and planned activities. They make good progress because the childminder observes and assesses their development and identifies their learning priorities effectively.

Children are able to choose favourite activities as they can easily access all the equipment which is stored in clear boxes. They know what the childminder has and are able to ask for specific games which are not out. The younger children particularly enjoy books as they sit on the floor with the childminder to enjoy a story, making the sounds of the animals as they point to them in the book, or identifying objects on the farm. The children make cups of tea with the tea set, talking with the childminder about the tea being hot or cold and how to make it cool and counting the sugars to put into the tea. They tidy away their toys before getting other activities out understanding that they need room for the large equipment and the safety aspect from not tripping over toys. The children play with the large floor puzzle, looking at the shapes and sizes as they find the pieces that match together.

Following a healthy lifestyle is encouraged by the childminder. Children talk to the childminder about eating healthily and whilst current families provide their child's meals, the childminder takes care to store foods correctly to prevent spoilage. Snacks of fresh fruit and healthy and nutritious food is offered to the children together with constant access to water. The childminder holds a current first qualification and maintains a first aid box.

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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