

Inspection report for early years provision

Unique reference number	EY265569
Inspection date	10/05/2010
Inspector	Linda Tomkins
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 2003. She lives with her husband and two children aged nine and 11 years in Staffordshire. The whole of the property is used for childminding and there is a fully enclosed garden for outside play. The family has a cat and a lizard. The childminder takes and collects children from local schools and nurseries.

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 three children in this age group. All children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and has contact with other local childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most policies and procedures are well maintained and implemented to ensure continuity of care and learning, and a developing capacity to maintain continuous improvement. The childminder has detailed knowledge of the children's interests and abilities, which ensures their individuality is recognised and respected. Good partnerships with parents and an evolving knowledge of the Early Years Foundation Stage ensure that children make good progress in their learning. The childminder identifies some aspects of her service that she would like to extend and develop. She monitors her service by comparing and sharing ideas with other childminders and parents.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of the names of the children looked after on the premises and their hours of attendance is maintained (Documentation) (also applies to both parts of the Childcare Register).
- 24/05/2010

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

- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder attends various training courses to extend and enhance her knowledge and understanding of the Early Years Foundation Stage. She is clear about safety issues and ensures children are safe and secure both inside and outside the home. The childminder conducts visual daily safety checks and the comprehensive risk assessments are fully completed and regularly reviewed. She has a good understanding of her responsibilities regarding child protection issues and how to report her concerns. However she does not always maintain the children's daily attendance record to ensure their safety is promoted in the event of an emergency evacuation. The childminder has ensured that all adults living on the premises are suitable to have contact with children. She has developed close partnerships with parents, to share information to safeguard children.

The childminder has a good partnership with the local nursery that the children attend. She is aware of information on the children's activities that they undertake when at the nursery and extends and continues in her home. The childminder is successful in offering an inclusive service for children and their families, and has sound knowledge of how to seek additional help for children. She makes sure all children make significant progress and enjoy individual support to enhance their learning experience. The childminder discusses children's progress with parents in order to promote continuity and progression. Parents receive verbal information on their children and the records include detail on the next steps in the children's learning.

The childminder is forward thinking in her determination to maintain and improve her good quality childminding service, and has recently attended awareness workshops on the Early Years Foundation Stage, first aid and safeguarding children training. Her future plans include undertaking training in food hygiene and extending her outside play resources. However, her lack of understanding of self-evaluation does not yet allow her to fully monitor her own practice and possible weaknesses. The childminder provides the children with a wide range of challenging and exciting experiences and activities. She has good quality resources, and ensures that the environment is stimulating, warm and welcoming.

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

Children are happy and content, and enjoy the time they spend with each other and the childminder. Their confidence grows as they are provided with stimulating experiences and individual support, which helps them develop a positive sense of themselves. Children are involved in the local community and enjoy outings and attend nursery and school to socialise and learn to respect diversity.

Their personal independence is developing as the childminder encourages children to take care of their own personal needs, such as managing their clothing and learning how to keep safe. The childminder encourages the children to develop

further by having free access to their own drinks and making cakes. She joins in with the children's play and asks them enquiring, understandable questions. The varied range of resources is freely available and stored at a low level, including books such as 'Hair', which are chosen to read as part of daily activities. Children make strong progress and celebrate their achievements with mutual praise and applause. The childminder uses daily routines to extend the children's learning experiences. For example, when out walking they collect and hide twigs to find later and practise road safety.

Children make decisions and select their own toys and activities. Children use resources imaginatively as part of their play. For example, children said 'I like playing with the farm inside the tent best'. Children understand the importance of keeping safe and respect the inside and outside safety rules, such as holding hands when out walking and holding onto the banisters when walking up and down stairs.

Children enjoy outings, frequent walks and visits to the park and common to develop their sense of well-being and physical skills. Regular outside play in the rear garden provides opportunities to use the trampoline, bikes and cars and watch the tadpoles in a tank. Children develop their understanding by linking a healthy lifestyle to eating freshly prepared meals and fruit for snacks.

Children are creative and paint colourful butterfly pictures. They excitedly take part in their role play by pretending to be teachers and giving out books to the other children. They enjoy projects using the computer to research dragons for Chinese New Year and colouring flags for St Patrick's Day. Photographs record children's activities over time.

Children's enthusiasm and self-esteem grow as they are praised and thanked for kind, helpful behaviour and achievements. They are rewarded with smiles, applause and hugs. They are taught to share, take turns and remember to say 'please', 'thank you' and 'sorry'. They are learning skills for the future as they practise early numeracy, communication and literacy skills in free play and daily routines. For example, counting how many sandwiches they have on their plates at lunch time.

The childminder fully assesses children when they first attend to ascertain their starting points. This is done by discussion with parents, and the child when appropriate. Progress is monitored by observations, which are used to inform the individual planning and areas where further support is required. The childminder is developing methods to evaluate her practice to enable her to recognise the learning value in daily routine activities. Children have frequent opportunities to extend their understanding of the society in which they live, through visits, discussion, stories and increasing their awareness of culture and minority groups.

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	3

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	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

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:

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:

- take action as specified in the early years section of the report (Records to be kept)(also applies to the voluntary part of the Childcare Register). 24/05/2010

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:

- take action as specified in the early years section of the report (Records to be kept). 24/05/2010