

Inspection report for early years provision

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Inspection date	08/06/2010
Inspector	Sheena Gibson
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.

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Description of the childminding

The childminder was registered in 2009. She lives with husband and three children aged six years, five years and three years in a residential area of Burton-on-Trent, Staffordshire. There are shops and schools within walking distance. All of the ground floor areas of the property are used for childminding. There is a fully enclosed garden available for outside play. Children are taken on local outings to parks and other areas of interest, including regular attendance at a local carer and toddler group. The childminder takes and collects children from a local school. The family have a cat.

The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is registered to care for three children at any one time. Currently there are two children on roll who are both in the early years age group. 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.

The childminder knows the children well and values their uniqueness. Therefore, their individual needs are met well and they are able to make good progress in their learning. Documentation that is in place promotes children's welfare and on the whole, effectively supports their learning. Children's safety is prioritised in the home and when out in the community. Systems for evaluating practice are in the developmental stages and are beginning to be used to bring about continuous improvement in order to support the overall outcomes for children. The childminder has developed good partnerships with parents so that valuable information is effectively shared and children's care is consistent.

What steps need to be taken to improve provision further?

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

- develop the systems used to record children's progress across the areas of learning and always consider the information gained through observation when planning activities to support their progress
- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding about how to effectively safeguard children. She has developed a procedure for safeguarding and fully understands

the steps to follow if she has a concern about children's welfare. She is aware that people who are unsupervised with children should be appropriately checked and has considered this when thinking about taking on an assistant. The childminder's home is secure both indoors and outside. She has developed and maintains very detailed risk assessments that enable any potential hazards to children to be minimised.

The childminder is enthusiastic and committed to her role. She is ambitious for her provision and to further improve the outcomes for children. She has completed the required training courses and hopes to undertake further training in order to improve her knowledge and skills. She has begun to evaluate her practice through, for example, starting to complete the Ofsted self evaluation form, although, this is in the early stages and is not yet fully effective in helping to promote continuous improvement. The childminder has developed good relationships with parents. She uses a variety of methods to communicate with parents, for example, by text or e-mail as well as face to face. This offers flexibility and convenience for parents whilst still keeping them well informed. She also shares written information that helps to promote consistency for children's care and learning. There is a complaints policy that explains to parents what to do if they have a concern and it includes the regulator's contact details. The childminder demonstrates a positive attitude to working with external partners, although, does not care for any children currently where this is required.

The childminder has put in place a good range of documentation, policies and procedures that support her care of children. These are well written and shared with parents so that they are aware of factors that potentially impact upon their children. She manages resources effectively. The environment is organised well to offer children a safe space in which to play and learn. She capably shares her time between all children so that they are able to feel secure, their needs remain met and they are able to enjoy themselves whilst they learn. She uses external resources, for example, the local toy library and also takes children on trips and outings to add to their experiences. The childminder promotes equality and diversity well. Children thrive and achieve because the childminder identifies and meets their needs, provides appropriate resources, works in partnership and provides an environment that is free from discrimination. Children are encouraged to celebrate diversity through, for example, stories, special food, dressing up and songs. All children are respected as individuals and resources are chosen to offer a balanced view of the world.

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

The childminder has good experience in caring for children and this shows in the manner in which she helps them to learn. For example, she introduces new words, putting them into sentences and explaining what they mean. She provides opportunities that encourage children to learn within a day that is full of fun, guiding them successfully to ensure that they are challenged and continue to make good progress. The childminder knows the children and their families very well and understands their interests. Whilst she carries out observations she has not yet

found a format for recording these that enables her to effectively use the information to inform her planning. This, however, does not restrict children's progress. The learning environment is wonderful with a huge range of toys, furniture and equipment to help children to achieve and enjoy their day. The toys and activities are spread throughout the different areas of the home offering a free flow system that children enjoy exploring.

Children are very enthusiastic and curious. They want to learn and ask frequent of the childminder, who responds appropriately. The childminder and children have a super relationship. They are so comfortable with each other and freely express themselves, laugh and help each other out with tasks. They work together to build the play farm, discussing the different farm buildings such as the hen house and the 'pig house'. They ask a lot of questions, such as, 'where does the horse live? Where does the farmer go'. They have good language skills and demonstrate this when they reflect on a trip to Happy Hens, talking about collecting the eggs. They discuss the farm and the animals that live there, including the baby animals. Their thinking and problem solving skills are challenged when the childminder asks them to consider what would happen if there were no fences to keep the cows in. The children say 'they would walk around the street'. Children count during routine activities as well as games. For example, they count the plates at snack time and the stepping stones in the garden.

Children maintain a healthy lifestyle with the childminder. They go outside whatever the weather, putting on their wellington boots and raincoat on a showery day so that they can go into the garden to get some exercise. They take 'giant' steps over the stepping stones, slide down the slide and kick a ball at the goal. They walk to school daily and also go on trips and outings where their physical skills are challenged. They enjoy healthy snacks, such as, an inviting plate of strawberries, pineapple, blueberries and mango, alongside dried fruits, such as, banana and apple pieces.

Children delight in using technology such as the cameras to take 'photographs'. They approach adults and other children saying 'say cheese' demonstrating a big grin. A broad smile and a click later and they are looking at the image they have taken and recognise the person whose image it is. The childminder helps children to understand about keeping themselves safe. For example, they dress up as a fire fighter with a toy extinguisher and also learn about staying safe around water when they visit the ducks. The childminder reinforces positive behaviour and talks to the children about good manners, right from wrong, the importance of sharing and being nice to each other. The home environment is clean and tidy with positive steps being taken to reduce the risk of cross infection, such as, wearing gloves for nappy changing. Children have good hand washing facilities and observe the pictorial instructions in the toilet area that explain the effective way to wash hands.

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	3
The effectiveness of partnerships	3
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
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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