

Inspection report for early years provision

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Inspection date	22/06/2010
Inspector	Linda Tomkins
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 2010. She lives with her and husband and two children aged nine and five years in Staffordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five 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 caring for one child in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collect children from a local school nursery and frequently takes children to local shops and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Policies and procedures are well maintained and implemented to ensure continuity of care and learning and a good 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. The childminder works in partnership with parents and has a sound knowledge of the Early Years Foundation Stage which ensures children make good progress in their learning. The childminder continually identifies aspects of her service that she would like to extend and develop and monitors her service by comparing and sharing ideas with other childminders and parents.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency.

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. For example, first aid and Early Years Foundation stage workshops. She is clear about safety issues and ensures children are safe and secure inside her home. The childminder

conducts visual daily safety checks and the required risk assessments for all areas of her home are completed and regularly reviewed. She has a good understanding of her responsibilities regarding child protection issues and how to report her concerns. The childminder has ensured that all adults living on the premises are suitable to have contact with children. She has close partnerships with parents to share information to safeguard children.

The childminder has begun to develop a partnership with the nursery and after school club that the children attend. However she does not yet have systems in place to share plans with the settings to develop continuity of education for the children. The childminder is successful in offering an inclusive service and has a sound knowledge of how to seek additional help for children. She ensures children make significant progress and enjoy individual support to enhance their learning experience. The children's progress is discussed with parents in order to promote continuity and progression. Parents receive verbal and written information on their children's progress and children take examples of their work home.

The childminder is forward thinking in her determination to maintain and improve her good quality childminding service. Her future plans include undertaking further training in food hygiene, child protection and an NVQ Level 3 qualification. 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 the childminder and her family. Their confidence grows as they are provided with interesting experiences and individual support, which helps them develop a positive sense of themselves. Children are involved in the local community and enjoy outings to the park, conservation areas and leisure centres.

Their personal independence is developing as the childminder encourages children to take care of their own personal needs, such as helping themselves to drinks and managing their own clothing. The childminder joins in with the children's play. She extends free play by acting as the fire-fighter during a imaginary game to rescue the children. The varied range of resources are freely available and stored at a low level, including books which are chosen to read as part of daily activities. Children make strong progress and celebrate their achievements with praise and applause. The childminder uses daily routines to extend the children's learning experiences such as asking them to help tidy toys away and cut up their fruit for snack-time.

Children make decisions and select their own toys and activities. Resources are used imaginatively as part of their play. For example, the children become absorbed when making birthday cakes in the sand tray. The childminder is helping the children to understand the importance of keeping safe and respecting rules, such as no climbing and wearing wrist bands when on outings.

Children enjoy frequent walks and visits to the park to develop their sense of well-being and physical skills. These activities provide opportunities to use large equipment and enjoy freedom with boundaries. The childminder's good hygiene practice is teaching the children about a healthy lifestyle and children grow vegetables, fruit and herbs in the garden.

Children are creative, they paint colourful pictures and make junk models from recycled materials. Opportunities to extend their understanding of diversity and minority groups are included in the planning of activities together with resources with positive images of other cultures. Photographs record children's activities over time.

Children's enthusiasm and self-esteem grow as the childminder praises and thanks them for their compliant behaviour and achievements. They are rewarded with smiles, praise and stickers. Children are taught to share and to take turns. They are learning skills for the future as they practise early numeracy, communication and literacy skills in free play and daily routines. For example, playing 'I spy' to spot items of interest when out walking with the childminder.

The childminder fully assesses children when they first attend to ascertain their starting points. This is done by discussion with parents and completing the likes and dislikes forms. Progress is monitored by observations, but the systems to identify the next steps in development are not yet in place to fully inform individual plans. The childminder has well developed 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	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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