

Inspection report for early years provision

Unique reference number	223874
Inspection date	25/11/2010
Inspector	Jacqueline Nation
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 1994. She lives with her husband and two adult children, in the Bridgnorth area of Shropshire. Children use a dedicated playroom and a kitchen and diner area on the ground floor, together with access to bathroom facilities. There is a fully enclosed garden available for outdoor play. First floor rooms are not used. Local shops, parks and schools are within walking distance. The childminder's home is easily accessible.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. There are currently 11 children on roll, two of whom are in the early years age group. Children attend on various days.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and well cared for by this experienced childminder. The childminder plans and provides many good opportunities for children to learn and develop in the Early Years Foundation Stage, ensuring they make good progress. All children are welcomed and supported by the childminder who appreciates their uniqueness and individuality. Effective partnerships ensure children needs are met and their protection assured. The childminder shows a capacity to maintain continuous improvement by reflecting on her practice and is committed to improving the quality of her service through ongoing evaluation of the provision.

What steps need to be taken to improve provision further?

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

- improve the assessment arrangements to demonstrate a clear view of the learning journey for each child.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder understands her role regarding child protection. She has completed safeguarding training and devised a written policy which is shared with parents. Appropriate contact details are available should she have any concerns about a child in her care. The childminder maintains organised and effective recording systems with regard to the children's attendance, medication and accidents to ensure children's welfare is promoted and their needs are met. Children play safely within the welcoming environment because the childminder is vigilant and ensures all adults undergo Criminal Records Bureau checks to confirm their suitability. The childminder demonstrates a good

understanding of health and safety issues and uses her knowledge to minimise risks to children in the home and on outings.

The childminder is well organised and offers a flexible routine in which children guide and direct their own play. She provides children with a wealth of experiences in the home and wider community. The childminder gives good consideration to the organisation of resources and equipment and is taking steps to ensure resources and the environment is sustainable, through discussions about recycling.

The childminder is committed to ensuring the provision is inclusive for all families and partnership with parents and carers is good. The childminder has devised an effective set of policies and procedures and these are shared with parents. Useful information is obtained from parents at the start of the childminding arrangements and good settling in procedures help children develop a sense of belonging. The childminder works closely with parents to ensure children's individual needs are met within the daily routine. She provides parents with feedback each day, including details about their child's care, well-being and achievements. This enhances continuity of care and learning. Effective partnerships with the local school and nursery ensure information is exchanged on a regular basis. Thank you cards and highly positive feedback from parents and children indicates that they are very satisfied with all aspects of the childminding service.

The childminder demonstrates a commitment to ongoing improvement and attends training to keep her skills and knowledge up-to-date. For example, first aid and food hygiene. She has successfully implemented the recommendation from the last inspection. The childminder has made a positive start to evaluating her practice using the Ofsted Self Evaluation Form to focus her priorities for further development.

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

Children benefit from being care for by an experienced childminder who is very committed to all the children in her care. The childminder's interaction with the children is very good and she clearly enjoys their company. She spends time playing at their level and it is evident that children enjoy her involvement in their play. The childminder has a good knowledge of child development and is able to support the children's learning well. As a result, children make good progress across all areas of their learning and development towards the early learning goals. The childminder knows the children well and she is fully aware of their individual interests, play preferences and achievements. The childminder has introduced a system to observe and assess children's progress and uses the information gained from observations to plan for children's next steps in learning. However, the observation and photograph record books are not organised efficiently to demonstrate a clear view of the learning journey for individual children.

Children learn about the world around them and develop their confidence and

social skills through discussions and exploring the local environment. They visit parks, toddler groups and enjoy lunch in the cafe. Children's communication skills are encouraged and developing well as the childminder interacts with them constantly, making use of open-ended questions to encourage their thinking skills and carefully listening to the response. Children like to listen to stories and sing their favourite songs. Early number skills are evident and developing well through everyday discussions and activities. Children collect and count leaves for collage activities and enjoy singing number songs, counting on and back. Children enjoy using the resources available and making up their own games, developing their imagination well. They explore a wide range of creative materials and enjoy making crafts for different events such as Halloween and Christmas. Good attention is given to promoting children's physical development. Children walk to and from school each day and get pleasure from playing in the garden using a wide range of equipment. Overall, children are developing good skills to support their future learning.

Children are content because their individual health, physical and dietary needs are met effectively and detailed documentation is in place to support their individual needs. Children are secure in their environment and develop a strong sense of belonging through well-established daily routines and sensitive interactions. Children learn about road safety whilst on outings and through procedures within the home, for example, children practise the emergency evacuation procedures. All children are valued and the childminder helps build their confidence and self-esteem through praise and encouragement. Appropriate behaviour such as sharing and being kind to each other is encouraged and this helps to promote positive relationships. Children's good health and well-being is supported and positive steps are taken to prevent the spread of infection. Children adopt good personal hygiene routines and they wash their hands after using the bathroom and before meal times. Children's dietary needs are met as the childminder ascertains relevant information relating to their individual needs and parent's preferences. Parents provide a packed lunch for their child which is stored safely by the childminder. The childminder ensures children have regular drinks so that they remain hydrated throughout the day.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met