

Inspection report for early years provision

Unique reference number	EY411705
Inspection date	16/12/2010
Inspector	Christine Williams

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.

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 2010. She lives with her husband and a child aged one year in a residential area of Redditch. The whole of the downstairs of the home plus an upstairs bathroom and bedroom is used for childminding. The childminder's home is close to shops and schools and there is a fully enclosed garden area available for outdoor play. The family has a pet cat.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group, who attends part-time. The childminder is also able to offer care to children aged over five years to 12 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has suitable procedures to support children with special educational needs and/or disabilities, and who speak English as an additional language.

The childminder is a member of the National Childminding Association and is able to collect children from the local school or nursery. She attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and are sociable and independent. They enjoy interesting and rewarding activities which help them to develop skills across all areas of their learning and development. The childminder provides a happy, welcoming environment, in which children's welfare is promoted well. Children show they feel safe, are well cared for and relaxed. They benefit from the close relationships developed with their families and the positive steps taken to promote their achievements and well-being. The childminder is focused on providing care that meets the individual needs of children and uses self-evaluation well to consider new ways of doing things.

What steps need to be taken to improve provision further?

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

- review and extend the range of resources and learning experiences offered to help children value differences and develop a positive view of a varying society.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective. The childminder has a thorough knowledge and understanding of her role in safeguarding children and has taken training to ensure her knowledge is up-to-date. She talks to parents in detail about contact and parental responsibility so that she is aware of all the information she needs to protect children. Her willingness to record children's living arrangements further protects the children in her care. Detailed risk assessments and daily safety checks ensure good levels of safety are maintained and children show they feel secure and well cared for.

The childminder is effective in ensuring that the organisation of her childminding service promotes positive outcomes for children. There is a clear focus on quality care and using evaluation to improve standards. Although new to minding, the childminder has accessed training and has effectively used advice from the local authority to consider how to improve her practice. Regular self-evaluation is carried out and plans for the future are well pinpointed. The childminder thinks carefully about how she can support the children in her care. She takes account of each child's different personality and interests, and she carefully observes them so that she knows how to meet their changing developmental needs. Good examples are set to encourage children to behave well and be sociable, and toys are placed within easy reach so that children can make choices and decisions in their play. There is a wide range of good quality resources available to children, although toys and learning activities that promote positive attitudes to others are less well developed.

The strong relationship developed with parents contributes to successful outcomes for their children. The childminder is approachable but professional in her relationships and works hard to involve parents as partners in their child's learning and development. For example, she provides them with a colourful learning journey of their child's achievements and uses an 'All About Me' sheet to record children's likes, dislikes and what they know and can do. A wide range of good quality, well presented information is available to parents through written policy statements and these provide clear information so that parents know exactly how their child will be cared for.

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

Children thrive in the friendly and well-organised atmosphere of the childminder's home. They are cared for according to their individual needs and are happy, content and eager to try new things. Children play independently, as well as alongside their friends, and are becoming active and inquisitive learners. For example, they showed awe and delight when learning to do new exciting things such as standing on a box. Lots of learning happens throughout each day and children show they thoroughly enjoy and benefit from the childminder's

involvement and interaction. Planning and assessment is effective and the childminder is skilled at engaging children so that they get the most out of their learning experiences.

Children develop good self-esteem as they make choices and are freely praised. They have the freedom to explore, be curious and experiment, while still knowing that the childminder is always close at hand to help. Many practical life skills are learnt as they learn to clean their teeth, wash their hands or help each other put away their toys. They learn new words through playful interactions with the childminder and enjoy snuggling close for story times, talking about what they see and joining in with songs and rhymes. Number rhymes and picture books with numbers help children to learn about counting, and playing with puzzles and building toys encourages even the youngest child to problem solve. Children gain a good awareness of everyday technology as they use sound and push button toys and there is lots of singing and dancing to music.

Children are closely supervised and are developing a growing understanding of how to think and act safely. Gentle reminders about being careful help children to learn how to act safely, while still allowing them to try new things. For example, children willingly turned to the childminder to help them safely climb on to the rocking horse and to stretch up to get their favourite toy from the shelf. Fun outdoor experiences, such as playing in the garden and going to the park ensure they get plenty of exercise, and they learn about keeping healthy as they enjoy healthy snacks, drink regularly and learn to wash their hands and clean their teeth.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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
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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

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