

Inspection report for early years provision

Unique reference number	EY397210
Inspection date	20/12/2010
Inspector	Kath Harding

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 2009. She lives with her husband and two children in Telford, Shropshire. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog as a pet.

The childminder is registered to care for four children at any one time. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides effectively for children in the Early Years Foundation Stage. She demonstrates an appropriate understanding of children's individual needs but some documentation is not in place. She actively promotes an inclusive environment and children are beginning to develop an awareness of diversity. There is a friendly working relationship with parents and the childminder understands the benefits of partnership working in the wider context. The childminder has a positive attitude to improvement and has started to evaluate her practice to plan for future improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being
- develop plans so that each child's learning journey is personalised to meet their individual needs and to extend their talents.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate level of understanding and knowledge of signs to be concerned about in relation to child protection issues. She knows of her responsibility to ensure all people living in the house are vetted. She has attended awareness training on safeguarding issues and has a safeguarding policy which she shares with parents to ensure everyone is aware of her duty to protect the children in her care. Risk assessments are undertaken which include the childminder's home, garden and outings. This helps to keep children safe and ensure effective actions are taken to manage and eliminate risks. However, the

childminder has not conducted a risk assessment for going out in the snow.

The childminder creates a welcoming environment where some resources and toys are accessible for children, helping to promote their independence. She has a sound knowledge of the Early Years Foundation Stage and implements this to promote outcomes for children. The childminder records observations and identifies the next steps in children's learning but as yet does not put these into plans to ensure children's progression.

The children enjoy continuity of care because the childminder works closely with parents. She encourages a two-way flow of information between her and the parents. Parents can see their child's folder at anytime. Links with other providers ensure a consistent approach is achieved to promote children's ongoing learning and development.

The childminder demonstrates a commitment to continuous improvement as she is continually reflecting on how to improve her service. She accesses training opportunities and obtains advice from other practitioners and development workers.

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

Children are settled, happy and confident in the childminder's suitably organised home. The childminder encourages the children to keep themselves safe. When on outings she explains about road safety and the children practise fire drills so they know how to get themselves out of the house in an emergency. Children go for walks in the local area and play on the large equipment in the garden, so they get plenty of exercise and stimulation which helps promote their health and well-being. They develop a sound understanding of the importance of healthy eating as they eat healthy snacks such as fruit.

The childminder interacts well with children during their play and chatters to them to encourage development of communication skills. She asks open-ended questions encouraging the children to think and extend their learning. They talk about their families as they say 'mummy is at work' and they 'went sledging with daddy at the weekend.' The childminder supports and encourages the younger children to walk as she holds their hands as they move around the room. As they play with the cars, an older child gives a younger child his lorry, thus showing care and consideration for others. They freely approach the childminder and ask for help to find their lorry. As they construct the train track, the childminder asks how many trains and play people they have and the children answer correctly, so becoming aware of simple number problems. They talk about colours as they assemble the train track. As they play musical bumps and Simon Says they have great fun. They play duck and grouse and chase each other around the room. They enjoy dancing to the music and singing the words. As they play games on the computer they learn to take turns.

Children behave well as they have explanations for why they should not do something and older children have drawn up house rules. Children learn to value and respect others as they use some resources which help them to begin to understand about the wider world. They socialise with others as they attend toddler sessions and learn about their local community as they visit the library.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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