

Inspection report for early years provision

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Inspection date	10/01/2011
Inspector	Liz Owen
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 2000. She lives with her husband and one adult child in Craven Arms, Shropshire. The whole of the ground floor is used for childminding. Children have access to a secure garden for outside play. The family have two dogs as pets. The childminder works with a co-minder.

When working alone the childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with a co-minder she is registered to care for a maximum of eight children under eight, of whom no more than six may be in the early years age range. There are currently 14 children in this age group on roll, some in part-time places. She also offers care to children aged over five years. She is registered on the Early Years Register and on both voluntary and compulsory parts of the Childcare Register. The childminder supports children who speak English as an additional language.

The childminder takes and collects children from the local school and nursery. She is a member the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well, the childminder has a good knowledge of children's individual needs and good relationships with parents and others support this effectively. The childminder uses the information provided by parents to ensure the individual needs of all children are well respected taking into account variations in their home culture. Children are making satisfactory progress in their learning and development but assessment is not used to best effect to ensure children achieve as much as they can in relation to their starting points. Most arrangements to promote children's welfare and safety are implemented effectively within a homely and secure environment. The childminder has reflected on her practice and has identified areas for improvement which enhances outcomes for children.

What steps need to be taken to improve provision further?

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

- develop ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- ensure any care provided for older children does not adversely affect the care of children receiving early years provision.

The effectiveness of leadership and management of the early years provision

The childminder has good procedures in place to safeguard children and ensure they are cared for in a safe, secure and supportive environment. Safeguarding procedures are fully understood and implemented effectively to ensure that any concerns relating to children's welfare and safety are carefully managed and efficiently dealt with. The childminder fully understands her role in reporting concerns, liaising with appropriate child agencies to ensure children's welfare and safety. Safeguarding training has been completed and suitability checks have been completed on household members providing reassurance to parents that they are suitable to have contact with children and therefore promotes their safety. The standards of hygiene used by the childminder effectively minimise the risk of cross-infection and good hygiene practices enable children to learn to manage their own personal hygiene. Appropriate measures are used when administering medication and managing accidents, the childminder holds a current first aid certificate. Risk assessments and daily visual checks are carried out to ensure the premises, environment and any outings children are taken on are safe and suitable. All documents required for the safe and efficient management of the provision are in place and written policies keep parents informed of procedures used.

The premises are maintained in a good condition with adequate space for children to play, rest and sleep. The play space used by children is equipped with a range of age-appropriate toys and equipment which children can access to themselves, developing their self choice and independence. Resources are of good quality maintained, in a good condition and rotated regularly so that children have access to different resources on a regular basis. The childminder has improved her range of resources which reflect diversity such as books, puzzles and small world toys. This enables children to develop their understanding of the wider world. The childminder works with a co-minder providing care for children in the early years age range and older school-aged children. The childminder makes use of the garden to provide additional space for children to play. However, at busy periods when school-aged children are also present space for free movement and to set up activities is limited.

Children benefit from the positive relationship the childminder has built up with parents and carers. She makes good use of initial meetings with parents and children to gather information, enabling the childminder to fully understand children's routines and individual needs. Consequently, children settle well and develop a sense of security and belonging, forming positive attachments with the childminder. There is a generally good two-way sharing of information between the childminder and parents. Regular daily chats provide parents with information on their child's day such as routines and activities. The childminder works in partnership with other settings children attend, sharing information with the local school and nursery. She uses her experience of childcare to identify concerns relating to children's care and development and will work with other agencies and professionals if concerns are identified. Children who speak English as an additional language are made welcome and encouraged to celebrate their own culture. The childminder makes effective use these cultural events to raise the

awareness of all children to the wider world.

The childminder holds childcare qualifications to National Vocational Qualification Level 3 in Early Years and attends regular training and workshops to update her skills and knowledge. She is committed to improving the quality of service she provides and has carried out a self-evaluation of the provision to identify her strengths and areas for further development. She has improved outcomes for children since the last inspection by addressing the recommendations made. Future plans are likely to bring about improved outcomes for children.

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

The outcomes for children are generally good. Children are making steady progress towards the early learning goals in relation to their starting points and capabilities. They settle well in this homely environment and develop a sense of belonging and self-assurance through the good support they receive from the childminder. A varied range of interesting activities are provided for the children which keeps them occupied and engaged. For example, very young children explore the resources, playing with interactive and manipulative toys and musical instruments. They respond to the sounds made and the movement of the toys. Books and stories are readily accessible and the children enjoy sitting with the childminder listening to stories. The childminder talks to children using questions and explanations to help children develop their language and communication skills.

Children are developing skills for the future as they use language to communicate and begin to develop an understanding of problem solving and numeracy. Games and activities provide opportunities for children to use and talk about numbers and shapes as they play with puzzles, construction activities and messy play. Displays of children's artwork demonstrate their mark-making abilities and their creativity. For example, children have painted pictures relating to a topic on Chinese New Year.

Children's independence is promoted through daily routines such as getting themselves ready for snack or meal times and helping tidy away toys. They learn to play cooperatively and are beginning to make friends with other children. They make choices and decisions about the activities they play with and are happy to play either alone or alongside other children. Their behaviour is managed by the childminder who uses positive strategies of praise and encouragement to promote good behaviour and an understanding of right and wrong.

The childminder carries out regular observations relating to children's achievements. However, this information is not used effectively to inform planning for each child's continuing development through the play-based activities provided or to monitor that the curriculum is balanced. Consequently, there is insufficient challenge provided for some children.

The childminder uses activities and daily routines to help children develop an

understanding of healthy lifestyles and how to stay safe. Daily routines reinforce the importance of hygiene, children learn to wash their hands after toileting and before meals. Although parents provide all meals and snacks for children gardening and cookery activities are used to raise their awareness of where food comes from and healthy eating. Trips and outings enable children to develop an understanding of road safety and gentle reminders are used so that children use toys and activities safely and have regard for other children.

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	3
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
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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	3
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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