

Inspection report for early years provision

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Inspection date	18/01/2011
Inspector	Diane Ashplant
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 partner and two children aged 13 and four years in a residential area in Cannock, Staffordshire with shops and schools within walking distance. The whole ground floor of the childminder's house is available for childminding with use of the bathroom upstairs. There is a fully enclosed garden available for outside play.

The childminder is able to take and collect from the local school and children attend the local toddler groups. The family have a dog, fish, a rabbit and a cat.

The childminder is registered to care for a maximum of five children under eight years at any one time and is currently caring for one child in the early years age range on a part-time basis. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has settled into childminding well. She provides a welcoming, family environment where children's welfare is very well promoted and where their uniqueness is fully valued. She has a good understanding of how to support children's learning and development and therefore children are making good progress. She has a strong commitment to continuous improvement through training and is beginning to use systems to evaluate her practice. All the required documentation for the safe and efficient management of the setting is in place and well organised. The childminder has established an effective partnership with parents and has made links with others to support further 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 further systems for monitoring and evaluating practice to identify strengths and prioritise developments that will improve the quality of the provision for all children
- increase further the opportunities for outdoor play so that it has a positive impact on children's well-being and helps all aspects of children's development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of her role and responsibilities to protect children from potential harm or neglect and how to pass on concerns appropriately. She has attended prior training in this area and has a comprehensive policy which includes all the necessary contact numbers and this is shared with and signed by parents. She maintains a very safe and hygienic environment with rigorous routines such as nappy changing and care of household pets to promote children's welfare. There are effective risk assessment procedures in place which ensure that all hazards are identified and addressed and these are routinely updated and reviewed. The childminder is aware that all adults around children must be appropriately checked or well supervised and she carries out all procedures to ensure children are fully safeguarded such as safe collection and fire evacuation drills. All the required documentation necessary for the safe and efficient management of the setting is in place and very well maintained and competently organised. The childminder holds an appropriate level 4 qualification, has attended all the required training and values the importance of attending further courses to support her professional development. She has made good progress in developing her services since registration. She has begun to evaluate her practice although this is in the early stages which means not all areas of development may be identified to further support outcomes for children.

The childminder offers an inclusive environment where children move freely around and select from a wide range of different resources in the various rooms available. She works to support children's individual routines, for example around sleeping and eating, and uses the internet to discover key words in other languages to promote their own linguistic heritage. She has had some prior experience of working with children with more specific needs and knows the importance of liaising closely with parents and other professionals as appropriate. She has attended training in this area to support her understanding. She recognises the value of giving children different experiences, so takes them out to other groups and local facilities.

Partnership with parents is working well and information is shared very effectively through verbal and written means. The childminder provides a flexible service to work alongside parents' wishes and children's individual needs and routines. A comprehensive parent prospectus has been assembled and parents receive a copy of all policies and procedures. Regular daily conversations are further supported by frequent texting and the use of the daily diary, which is taken home so that parents can share in their children's day. A learning folder is kept for each child with a range of photos, observations and comments. The childminder has made some links with others and takes children to the local toddler group at the Children's Centre. She has considered how she would maintain links with other early years settings when children also attend these so they can work together to support children's learning.

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

Children are happy and settled in this environment and have made warm and positive relationships with the childminder. They are learning to develop their early walking skills and co-ordination as they move freely around the rooms which are safe and free from hazards. They are safely secured when they go on walks or in the car and learn about road safety as they get older. Children go out daily in the fresh air and have opportunities to develop their physical skills and co-ordination in the garden and the park. They rest and eat according to individual routines using familiar equipment such as a baby sling so they feel comfortable and content. The childminder supports the development of young children through her secure knowledge of the benefits of a nutritious diet, and ensures they have a range of healthy snacks and regular drinks. Children's health is also promoted through rigorous routines such as nappy changing and hand washing; teeth cleaning is also offered. Children benefit from the warm and attentive care they receive from the childminder who gives them encouragement and praise so they feel secure and develop confidence to try out new things and meet new people. Regular visits to toddler groups and local amenities like the park and the Children's Centre provide different play opportunities and support their developing social skills. Children's behaviour is managed very effectively as the childminder clearly understands the importance of positive reinforcement and using strategies appropriate to children's individual needs.

The childminder provides an inviting indoor environment with a wide range of resources which are labelled in boxes and set out to provide easy access. She has a range of equipment in the garden to support physical play but as yet opportunities for further outdoor learning experiences are rather limited. Children are encouraged to explore and investigate as they move confidently around the rooms directing their own play as they access resources of their choice. The childminder is attentive and aware and instinctively supports their play appropriately, often sitting at their level and offering enthusiastic encouragement, suggestions and prompts to develop their interest. She uses the daily routine well to support their development such as nappy changing, which takes place in a safe area with a selection of toys, posters and music specially assembled to keep children occupied. Children enjoy songs and rhymes and are beginning to show an interest in books. They explore different textures and sounds as they examine the large 'feely book', experiment with different musical instruments or wonder as they see bubbles. A range of resources like shape sorters and construction toys help encourage their growing understanding of shape and problem solving. Children are developing early language skills as the childminder repeats their emerging sounds, talks and involves them in the daily routine, using opportunities well to encourage their natural curiosity. They enjoy a range of exploratory play such as play dough and painting as they begin to express their creativity.

The childminder clearly understands the importance of planning around children's individual play preferences and development levels. She uses her own knowledge of them in conjunction with discussion with parents and a very comprehensive

initial document filled in by the parent to effectively do this. She confidently operates systems to record and monitor their progress and identify their next steps. These are collected together in their individual development folders which are available to parents so they can share in their children's learning and celebrate their progress.

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	3
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