

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Becky Johnson
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 1999. She lives with her husband and one child aged 13 in Stourbridge, West Midlands. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have two cats.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age range. There are currently five children in this age range on roll and older children also attend. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and relaxed environment where they participate in a range of activities which sustain their interest, although formal systems to support their progress have not yet been fully implemented. The childminder is able to identify and minimise potential risks to children, although systems to record risks on outings are not in place. The childminder provides a wholly inclusive practice and all children are valued and made to feel special. Positive relationships with parents and other professionals are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder is able to identify her strengths and weaknesses; however, there are no clear systems in place for how to take these identified areas forward in order to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- update the record of risk assessment to include any assessments of risks for outings to ensure children's safety
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge of safeguarding procedures and her awareness of her role in protecting the children in her care ensures children are kept safe. The childminder makes sure of children's safety both within the home and when on outings. She is able to clearly identify any potential risks to children and can successfully describe methods she has implemented to ensure that these are minimised. However, although written risk assessments are in place for premises and equipment, these do not yet extend to outings that children participate in to fully ensure children's safety at all times. Premises are warm and welcoming. Resources are utilised effectively to provide children with choices and to maximise and support their learning and development. The childminder is successful in identifying and addressing differences in children's achievements to ensure that they make good progress in line with their starting points and capabilities.

The childminder is dedicated and committed to providing a high level of care and education to ensure the best possible outcomes for the children. All documentation which contributes to children's health, safety and welfare is in place. A range of policies and procedures enhance the childminder's good practice. She is able to reflect on her practice and can identify areas in which she needs to make improvements. However systems, such as, the use of the self-evaluation form, have yet to be developed to support this and ensure that improvement is maintained.

The childminder has developed positive working relationships with parents. She works cohesively with them to develop consistency between the home and minding environments. Information is shared on a daily basis to ensure that children's individual needs are routinely met. Parents are happy with the service that the childminder provides. They say that children are excited when they know they are going to the childminder and that the childminder helps children to develop. Regular discussions with other settings that children attend ensure a consistent approach to children's learning.

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

Children enjoy themselves and are happy and secure in their environment. They demonstrate their independence as they move confidently between areas and select different toys and resources to play with. They are confident to ask for extra resources during an activity; for example, when they want to paint. The childminder provides a good range of activities to stimulate children's interests and support their learning and development. She demonstrates a sound awareness of where each child is at and how they learn. Formal systems to observe and evaluate children's progress are currently being developed. However, these need to be fully embedded in order for the childminder to plan activities for the next steps of learning and ensure that children continue to make progress at a pace suitable to their individual needs.

Children are developing a very good recognition of numbers and mathematical symbols. They count spontaneously during play and excitedly join in when the childminder shows them numbers, shouting them out. Their knowledge of numbers is further developed as they play hopscotch and games such as pairs. Children's language and literacy skills are fostered well as the childminder sensitively encourages them to communicate, listening to what they have to say and waiting patiently for a response. Children develop an awareness of the world in which they live as they access resources, such as, figures and books which portray positive images of diversity.

Children are developing positive relationships with each other and older children happily sit with their younger peers reading stories to them and playing peepo. Children develop self-esteem as the childminder offers praise and encouragement at all times. They develop a positive attitude to learning because the childminder spends time talking to them and shows an interest in everything they do. They are proud of their achievements and show the childminder pictures they have created, carefully describing the details they have painted. Children respond positively to the childminder's methods of behaviour management which are age appropriate and consistent. She has high expectations for behaviour and encourages children to use good manners, be kind to each other and share.

Children are beginning to learn about their own personal hygiene as they wash their hands at appropriate times throughout the day. They are cared for in a warm, welcoming, clean and safe environment and there are good procedures in place to protect them from illness and infection. For example, the childminder does not take children if they are ill and exclusion periods are shared with parents and strictly adhered to. They access outdoors regularly as they play in the garden or at the local park where they play on climbing frames and swings. When the weather is inclement children practice physical routines inside. They proudly show off these exercises as they jog and do sit ups, press ups and gambols. Older children know that they have to move any objects off the floor before they do these exercises to make sure they do not hurt themselves. Children's knowledge of keeping safe is further extended as they practise evacuation procedures and learn about road safety. Children demonstrate their feelings of safety with the childminder as they are obviously happy and secure in her company and give her lots of spontaneous hugs and cuddles throughout the day. The uniqueness of each child is recognised due to the childminder's good understanding of children's individual needs and all children are respected and made to feel welcome and part of the family.

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