

Inspection report for early years provision

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Inspection date	08/02/2011
Inspector	Carol 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.

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 1998. She lives in Tamworth, Staffordshire with her partner and two children aged 18 and 15 years old. A dedicated playroom, hall, kitchen and conservatory are used for childminding purposes and there is a fully enclosed garden for outside play. Toilet facilities are on the first floor. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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. She is currently caring for five children in this age group. She also cares for older children that attend before and after school and in the school holidays.

The childminder holds an appropriate early years qualification and 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 make good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. They are happy and settled and demonstrate a strong sense of belonging within the security of the childminder's home. Most documentation is maintained well and the diversity of individuals is valued and respected. Good working partnerships are in place with parents and other professionals and this helps to provide children with consistency of care. Current systems for self-evaluation and observation and assessment are not fully effective but the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 15/02/2011

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

- develop methods for recording observations and assessments and devise strategies for regularly sharing children's individual learning and development records with their parents and encouraging them to contribute to the

- observation and assessment process
- improve the systems for the organisation of the setting by developing further the use of reflective practice to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder demonstrates a good knowledge of child protection procedures and affords safety a high priority. She has attended safeguarding training and a clear safeguarding policy, which she shares with parents, supports her practice. Potential risks to children are effectively identified and minimised through a combination of thoughtful consideration, daily checks and written risk assessments. The childminder is clear about notifying Ofsted of any changes or significant events and all adults in the household have been suitably vetted. Documentation to ensure the safe and efficient management of the setting is generally well maintained. However, children's welfare is potentially compromised because the childminder has not obtained written parental permission to seek any necessary emergency medical advice or treatment for their children. Parents have signed to say that they are happy for their children to be taken to hospital in an emergency situation but their wishes in respect of advice or treatment are not clear.

Children flourish in the childminder's care. The well organised and welcoming environment she provides creates an atmosphere that is conducive to both learning and having fun. Examples of children's artwork are attractively displayed and this shows children that their efforts are valued and helps to increase their self-esteem. Children's freedom of choice is effectively supported because resources are plentiful and a good selection is easily accessible to them. Children have plenty of room to play and rest and the childminder effectively utilises the space available.

Children's individual needs are known and met because the childminder recognises the value of working in partnership with parents and others. She has formed good relationships with parents and regularly talks to them about their children's welfare and development. Notice boards, daily diaries and newsletters provide them with lots of additional information about her service and children's experiences. Some of the children in the childminder's care also attend other settings, for example, local schools and the childminder exchanges appropriate information and makes the effort to find out about children's experiences. This helps to foster partnership working and ensures consistency of care for children. Parental views are actively sought and letters from parents, shared at inspection, include lots of positive comments about the childminder and the service that she provides.

The childminder is enthusiastic about what she does and shows a strong capacity for improvement. Since her last inspection she has gained an early years qualification and attended a range of courses to improve her knowledge and understanding of childcare related subjects. A recommendation raised at her last inspection, in relation to ensuring that drinks are more accessible, has been suitably addressed and children's health is enhanced as a consequence. The

childminder has started to complete the Ofsted self-evaluation form and informally and regularly reviews the service that she offers to children and their families. However, self-evaluation methods are not yet fully effective. Consequently, her ability to successfully identify her strengths and priorities for improvement is somewhat reduced.

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

Children are progressing well and successfully gaining skills for the future. This is because the childminder knows them well and provides them with a variety of fun and stimulating experiences that suit their individual needs and preferences. Children are inquisitive and eager to learn. They enjoy singing songs and by doing so are learning to count and recognise rhythm and rhyme. Children take part in regular cookery activities and these help to teach them about weight, hygiene and safety and they learn about the changes that happen to the various ingredients when they are mixed and cooked.

The childminder regularly observes children during play and this helps her to assess where individual children are at and where she intends to move them on next. She records some of what she observes in individual folders and these contain her written observations and assessments, alongside examples of children's artwork and some photographs of them engaged in play. However, the childminder is still developing the systems she uses for recording observations and assessments. Clear strategies for regularly sharing learning and development records with parents and encouraging their ongoing involvement in the observation and assessment process are not in place. Consequently, children's learning potential is somewhat reduced.

Children are learning through everyday routines and experiences. Their understanding of health issues is effectively promoted as they practice hand washing and learn about why it is important to wash their hands properly. Healthy eating is promoted through discussion at meal times and snacks include plenty of fresh fruit. Children go on lots of outings and these broaden their range of experiences and help to increase their social skills. They also provide children with increased opportunities for physical exercise and also help to teach them about safety issues, for example, road safety and 'Stranger danger'.

Children are confident and settled in this warm and welcoming environment. They are at ease going to the childminder for comfort, support and reassurance and this demonstrates that they feel safe. Children are learning to behave appropriately and sharing is actively encouraged. The childminder provides them with a positive role model and is calm and caring. She demonstrates through her comments and actions that everyone is respected and valued. Through meaningful activities and discussions children are learning about the wider community. A range of religious and cultural festivals are explored through planned activities and a variety of resources is available to children that reflect positive images of diversity.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make information available to parents in respect of the registration system for the voluntary part of the Childcare Register (Providing information to parents). 15/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make information available to parents in respect of the registration system for the voluntary part of the Childcare Register (Providing information to parents). 15/02/2011