

Inspection report for early years provision

Unique reference number	268488
Inspection date	16/03/2011
Inspector	Christine Armstrong
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 registered in 1999. She lives with her husband and child aged 15 years in Baddersley Ensor, near Atherstone in Warwickshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The childminder walks to local schools to take and collect children. She attends local toddler and community groups on a regular basis and takes children to the local park.

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. There are currently eight children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to six children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder holds a relevant childcare 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 and benefit from the varied range of activities provided by the childminder in this secure and inclusive environment. Systems are in place to monitor children's progress and developing to include parental contributions in the assessment process. Policies and procedures are comprehensive and effectively implemented to promote and protect children's welfare. The childminder's capacity to continue to improve outcomes for children is good.

What steps need to be taken to improve provision further?

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

- review assessment systems to develop further parental contributions when children first attend and on an ongoing basis to enhance a shared understanding of children's individual learning needs and monitor their progress
- enhance children's learning experiences by linking the indoor and outdoor environment so children can move freely between them.

The effectiveness of leadership and management of the early years provision

The childminder places good emphasis on ensuring that children's health and safety is promoted and protected. She has developed a clear understanding of her roles and responsibilities with regard to child protection issues. This ensures appropriate action is taken to safeguard children. The childminder has established rigorous risk assessments both in and outdoors which identify and minimise all risks to children. All adults living on the premises are suitably vetted. This helps to safeguard children. Effective arrangements are in place that support children's good health and minimise cross-infection.

The childminder provides an inclusive service. She makes good use of her home to provide a stimulating and welcoming environment to children. The entrance area is made welcoming with displays of children's craft work. The large lounge area is organised effectively to provide different areas of play. For example, one corner of the room has been designed as a role play area, currently resourced as a garden centre. Another corner is set out with a large selection of books with space dedicated for floor play and construction. Good use is made of wall space to support children's learning and share information about children's learning with parents. Good emphasis is given to providing resources and activities to promote children's awareness of similarities and differences in themselves and others. The garden area is not used as well to promote children's learning outdoors. However, the childminder does have plans in place to develop this area. Links are made with other settings that provide care to children which help to support continuity of care and learning. The childminder does not currently care for children who have special educational needs and/or disabilities. However, she understands the importance of working closely with other early years professionals to support such children.

Partnerships with parents are good. The childminder offers an open house where parents are welcome to stay and discuss their child's needs. Parents are encouraged to become involved in their child's learning. The childminder has recently introduced Ben the bear who goes home with children. The childminder provides a diary and a camera so that parents can record the event so that children can share their home experiences with the childminder and children at the setting. The childminder's portfolio provides information for parents about the childminder's service. It also contains written compliments from children that demonstrate how much they enjoy spending time with the childminder. Parental questionnaires and compliment cards also demonstrate their high satisfaction with her service.

The childminder has a good capacity to maintain continuous improvements. She evaluates her provision which enables her to develop plans for future improvements. The number of planned improvements demonstrates clearly how committed the childminder is to continually improving outcomes for children.

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

Children make good progress in their learning and development. The childminder spends lots of time collating photographs of children's experiences and progress to share with parents. She uses her observations to identify some next steps in learning. There are arrangements in place to include parents in the assessment process. Parents complete 'all about me sheets' when children first attend and on a yearly basis. This is helping the childminder to monitor children's progress.

Children have good opportunities to develop their interest and understanding of the world through a varied range of first hand experiences. For example, children learn about growing as they plant and tend seeds and bulbs, including hyacinth bulbs for mother's day. They visit a local garden centre and clearly enjoy playing imaginatively in the role play garden centre in the childminder's home. This imaginative play helps children's to make sense of their experiences. The pictorial prompts displayed around this area help them to recall their experiences. The printed labels help them to develop awareness that print carries meaning. Children also take part in train journeys and visit places of interests including museums. This introduces children to different types of transport and concepts of time. Children learn about similarities and differences in themselves and others. For example, to find out about Chinese New Year children visited shops in Birmingham to look at the range of food. They then went for a meal in a Chinese restaurant.

Children take part in activities that help them to develop skills for the future. For example, they take part in activities that support their communication skills. They look at books and listen to stories. They take part in singing activities that also foster their understanding of number and size. They engage in conversation with the childminder and other children who attend the setting and they enjoy mark making during craft activities. Children's interest in technology is captured by the good range of resources made available to them. Children learn to turn knobs and buttons to turn small torches on. The effect of the light captures children's attention and they explore how they can affect the changing pattern and direction of the light.

Children are supported well to learn the difference between right and wrong. They are encouraged to take turns and share, and to consider others. The childminder is very calm and sensitive in her approach providing explanations and diversion to help children to begin to manage their feelings. Children enjoy cuddling up to the childminder for comfort and approach her to seek support.

Children are supported to develop a growing awareness of safety issues around the home and when outdoors. They take part in topics such as road safety and people who help us. Children learn how to lead a healthy lifestyle. Daily routines support their understanding of the importance of good hygiene. Children learn about the importance of eating healthy as they eat healthy snacks including bananas and satsumas and take part in growing vegetables and fruit.

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	3
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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