

Inspection report for early years provision

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Inspection date	17/03/2011
Inspector	Shirley Wilkes
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 1996. She lives with her husband and two children aged 15 and 13 years in Whitchurch, Shropshire. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The family has a pet dog.

The childminder is registered to care for six children under eight years of age at any one time. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently eight children on roll, six of whom are in within the early years age range. All children attend on various days.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in learning and development because the childminder provides a happy, welcoming environment, in which they enjoy their play. All policies and procedures are inclusive and implemented effectively to promote children's welfare. Good partnerships exist between the childminder, parents and other settings children attend to ensure continuity of care and learning. Observations are undertaken; however, these are not always used to inform planning for individual children. The childminder shows commitment and capacity to improve the quality of her care and has identified some strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in a child's developmental progress to ensure each child receives appropriate support.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a detailed policy which explains her responsibilities to refer any concerns she may have about children's welfare. She has all the relevant information available if she has any concerns about a child in her care.

Risk assessments have been carried out on all parts of the property to ensure all identified hazards are minimised. The childminder conducts daily checks to ensure that the environment is safe for children. Risk assessments are in place for outings to various locations and the childminder makes sure she is informed of the risk assessments at the venues she attends. The childminder has clear policies, procedures and record keeping systems to cover all aspects of her service. This

helps to ensure children are kept safe, protected and supported. There is a good procedure to protect children from the spread of infection, as arrangements are in place to exclude children who have any infectious illnesses. Evacuation procedures are practised so that children learn how to keep themselves safe in an emergency. Documentation is organised well. All required records are in place and are regularly updated to reflect children's changing needs.

Good use is made of space in the home to provide a wide range of different activities and experiences. High quality resources are arranged effectively to enable children to access them independently. Children are encouraged to share resources and understand and respect the values of others. They access a varied selection of resources available which depict positive images of diversity. Topic activities, such as, learning about different cultures and beliefs through celebrating different festivals enhance children's awareness of the wider world.

The childminder has a sound working relationship with parents. They exchange useful written information every day. Parents are given a copy of the childminder's policies and procedures when they start to ensure they are suitably informed. They are also encouraged to share details about their child's development. Children's work, photographs and written observations demonstrate that each child is making good progress. Arrangements to share information about children's learning and development at other settings they attend are in place to ensure continuity in their care and learning.

Systems for evaluating the quality of the provision are well established and ensure the childminder's practice improves outcomes for children.

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

The childminder provides a good range of activities to stimulate children's interest and support their learning and development. Children enjoy themselves and are happy in the environment. They demonstrate their independence as they move around the home selecting different toys and resources to play with. They confidently move resources from the playroom to the lounge, enabling them to extend their play. The childminder provides a good range of activities to stimulate children's interest and support their learning and development. She knows where each child is in their development and how they learn. The childminder makes observations of what children can do and produces a useful summary of what this means in terms of their achievements and progress. However, this is not always used to inform planning for their next steps in learning. She gathers additional information to support children's settling in and the planning of activities, for example, information about their family and likes and dislikes. Babies are happy and settled in the childminder's care as she provides a calm environment where they feel secure and demonstrate a sense of trust.

They have lots of cuddles and are comforted when tired. Older children enjoy themselves and are happy in the environment. They demonstrate their independence as they move around the home and select different toys and

resources, for example, playing with dolls and pushchairs making a home behind the curtain.

Children develop an understanding of numbers through daily routines and play, such as, matching and sorting shapes and colours and singing number rhymes. They also enjoy cooking activities, measuring and weighing ingredients when cake making and putting various toppings on pizza to celebrate birthdays. Children's language development is well-supported by the childminder through positive interaction. Children's awareness of people's differences is promoted. They are able to access resources that reflect cultural diversity and disability, such as small world figures and books. Children are eager to identify themselves as they look at a book showing all kinds of people and make happy and sad faces when looking at a book about feelings.

A range of programmable toys gives them opportunities to acquire basic skills in operating simple equipment which helps them develop skills for the future. They enjoy using a variety of musical instruments, listening to music and dancing which supports children's talents. Babies delight as they find the buttons on the telephone and create music. Children's physical skills develop effectively through outdoor play and as they use the equipment at their local playgroups and parks.

Children routinely follow good hygiene practice, such as, washing their hands. They enjoy mealtimes in a relaxed atmosphere. All children enjoy the benefit of nutritious and well balanced foods and drinks which the childminder provides. Children learn to keep themselves safe as they regularly practise the emergency evacuation procedure and learn about road safety during themed activities. Children behave well and receive lots of praise and encouragement for their achievements. As a result they develop good self-esteem and understand when they have done well.

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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