

Inspection report for early years provision

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Inspection date	31/03/2011
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 2007. She lives with her husband and two children aged five and two years in Staffordshire. The whole of the ground floor of the childminder's house, together with a bedroom and bathroom on the first floor, is used for childminding purposes. There is a fully enclosed back garden available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The front door of the childminder's home is accessed via a low step.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group.

The childminder holds an appropriate early years qualification and is a member of the National Childminding Association. The family has a dog. There were no children present at the time of the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming child-centred environment. She is fully aware of the value of working with other professionals to help provide consistency of care for children. The diversity of individuals is valued and respected and on the whole, documentation is maintained well. Children make good progress in their learning as they enjoy a variety of well-organised and stimulating activities. 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:

- take appropriate steps to ensure that indoor spaces are safe and suitable for their purpose; this specifically refers to low-level glass and ensuring that risk assessment records identify aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Safeguarding and promoting children's welfare) 07/04/2011

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

- develop methods used for planning, observation and assessment and devise strategies that encourage parents to contribute to the process and their child's learning and development records
- develop systems to monitor and evaluate the quality of practice to help identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a suitable knowledge of the procedures to follow should she have concerns about a child in her care. She has a written safeguarding policy that she shares with parents and this supports her practice. The childminder is clear about notifying Ofsted of any changes or significant events and all adults in the household have been suitably vetted. A wide range of safety equipment is fitted around the childminder's home and this helps to protect children. For example, a safety gate is fitted across the bottom of the stairs and there are smoke alarms on both floors of the childminder's home. However, children's safety is potentially compromised by low-level glass in the kitchen door and in a display cabinet in the lounge. Also, risk assessment records do not contain the required detail.

The childminder provides children with homely and welcoming environment that helps them to settle and feel at ease. Children's freedom of choice is 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. Posters and pictures displayed in the conservatory enhance children's learning and provide them with positive images of diversity.

Children's individual needs are known and met because the childminder recognises the value of working in partnership with parents and others. She ensures that important information is appropriately exchanged and regularly talks to parents about their children's welfare and development. The childminder has not cared for any children with special educational needs and/or disabilities or those who speak English as an additional language, but demonstrates a positive attitude towards doing so.

The childminder is enthusiastic about what she does and shows a sound capacity for improvement. Since her last inspection she has made a number of improvements. For example, she has redecorated the conservatory to make it more attractive and comfortable for the children. Also, she has attended a range of training courses to enhance her personal and professional knowledge. The childminder has developed a strong relationship with another childminder and together they discuss practice issues and share ideas. They also arrange joint outings and activities for the children in their care. As a result, children's range of experiences is enhanced and they enjoy increased opportunities to mix with others. The childminder has not completed the Ofsted self-evaluation form but informally reviews the service that she offers to children and their families. However, self-evaluation methods are not yet fully effective and parents are not

actively involved in the process. 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

Although there were no children present during the inspection, the childminder provides evidence through discussion and photographs of a range of experiences that she provides for children. The childminder describes how she considers children's individual needs and interests and thoughtfully plans activities to help them develop and gain skills for the future. For example, children are taught to count during everyday experiences that include playing with construction toys, looking at books and singing songs. Whilst engaging in cookery activities the childminder alerts children to hygiene and safety and encourages them to notice what happens to the various ingredients when they are mixed and cooked.

The childminder explains how she regularly observes children during play and uses what she discovers from these observations and conversations with parents to plan for children's next steps. The childminder records some of what she sees in children's individual learning and development records called 'My Story'. These records also contain photographs and examples of children's work and help to create a picture of their progress whilst in her care. The childminder talks to parents on a daily basis about what their children have been doing and their general welfare. However, she is still developing her methods for planning, observation and assessment and has yet to share children's learning and development records with their parents. Consequently, parental involvement and children's learning potential is somewhat impeded.

Children's health is effectively protected because all areas of the childminder's home used for minding are very clean. Good hygiene procedures are in place with regards to the family dog. The childminder explains how she teaches children about the benefits of a healthy diet whilst out on shopping trips and through discussion at meal times. She talks to children about food that is good for them and how too many sugary items are bad for their teeth. Children receive plenty of fresh air and exercise. The childminder takes them on lots of outings and these include trips to local parks, soft play centres and to a weekly music and movement group. These outings are thoughtfully used by the childminder to help teach children about safety. For example, they are taught about road safety and 'stranger danger'.

The childminder explains that she adopts a calm approach with the children, encouraging their good behaviour through gentle reminders during play and opportunities. She tells children why house rules are in place and describes how appropriate praise is given for their good behaviour, effort and achievement. The childminder teaches children about the wider world in a range of ways. For example, through activities planned around religious or cultural festivals and through watching some children's television programmes. During Chinese New Year children had the opportunity to eat Chinese food and tried using chopsticks. Also, the childminder created a display of related images and words to help raise

children's understanding and awareness of Chinese culture and traditions.

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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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:

- take all necessary measures to minimise identified risks; this specifically refers to ensuring that children are not at risk from low-level glass (Suitability and safety of premises and equipment). 07/04/2011

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:

- take all necessary measures to minimise identified risks; this specifically refers to ensuring that children are not at risk from low-level glass (Suitability and safety of premises and equipment) 07/04/2011