

Inspection report for early years provision

Unique reference number	223812
Inspection date	18/04/2011
Inspector	Lesley Bott
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 2000. She lives with her husband and adult son in Market Drayton. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet cat.

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 three 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 children aged over five years to eight years. She is registered on the Early Years Register and on the compulsory parts of the Childcare Register. 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 happy and settled in the childminder's care. She is beginning to observe children's achievements, although, needs to link this to plan appropriate activities to help them to progress. Children are happy and are making good progress in their learning and development. The childminder promotes an inclusive, healthy and safe environment where she responds to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. The childminder is committed to improving and developing her service through training to keep up-to-date with her practice.

What steps need to be taken to improve provision further?

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

- develop observations further to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as the childminder is clear about child protection reporting procedures and the signs and symptoms of abuse. She has a clear and good knowledge and understanding of her role in reinforcing child protection procedures including if an allegation is made against her or a member of her family. Parents are well informed of the childminder's procedures. Parents sign they have read and understood policies and procedures when their children start. These are amended and kept up-to-date to ensure the children remain in a safe and well organised environment. Written risk assessments are in place and

reviewed when new children join and account is taken of their age and stage of development.

The childminder has a written vision for her service, stating that it is extremely important for each child to feel special and well cared for. She reflects on her practice and has a commitment to continuous professional development. The childminder uses the Ofsted self-evaluation form to appraise her service and accurately recognises the strengths of the setting. She is developing a good understanding of the Early Years Foundation Stage and has undertaken a well planned programme of ongoing learning opportunities to ensure that her skills are consistently updated.

The childminder has developed a strong and effective relationship with the parents and there is a good two-way flow of information. She ensures that the needs of all children are met and parents are well informed. Children's achievements and routines are confirmed through daily diaries and parents have opportunity to view their child's development in their learning journeys. The childminder liaises well with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care. School projects are continued with the childminder with older children in the school holidays. Children enjoyed a trip to the local museum to view the Staffordshire Hoard as part of their project on history. This promotes children's achievement and well-being. The childminder is not currently caring for children with special educational needs and/or disabilities but she understands the need to work closely with other agencies should the need arise.

The accommodation and plentiful play equipment is well organised within the playroom to allow the children a positive choice of resources. Children are able to access a wide range of resources depicting positive images of different cultures, family backgrounds and developing positive attitudes to others. The children are able to move freely between the downstairs rooms and know and understand that they can get any equipment out if they want to. The childminder is well aware of children's likes, dislikes and current stage of development through parents and talking with the children. Planning is very informal as the children's interests tend to mould the day. This information helps the childminder to provide an individualised service and have realistic expectations of the children.

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

Children are happy and settled in the childminder's home and are making good progress in their learning and development. Observations are in place containing examples of the children's work and activities, however, no assessment and evaluation of the children is in place. This is needed to be linked to the areas of learning and the children's next steps in order to ensure that activities promote and develop children's learning. Her calm approach and warm and playful interactions motivate young children well and help them to make progress.

Children are developing strong and positive relationships with the childminder and each other. They play alongside their peers understanding the need to cooperate. They know the house rules and are encouraged to put the toys away when they are finished. Children enjoy their learning, as they prepare tea and food for their tea party. They talk about the colours of the tea cups they are going to use and whether it will be hot. Children are included in daily routines as they walk into town to help choose food for lunch and wash the dolls to keep them clean. They take part in the community in which they live by visiting local groups and enjoy the swimming baths as they attend aqua tots. Children work independently and with the childminder as they choose boxed games to play, taking turns and sharing. Their concentration skills are developed through an interest in books and stories. They are active learners as they handle these appropriately understanding that print has a meaning.

The childminder is effective in supporting children's good health and well-being. They enjoy healthy, nutritious and organic meals and snacks each day which offer variety and choice. Their dietary needs and preferences are well known by the childminder who ensures that these are catered for. There are secure infection control measures and the childminder models good hygiene practices. For example, individual towels are in place in the bathroom to ensure cross-contamination and children are encouraged to brush their teeth after meals. Brushes are kept hygienic as they are regularly cleaned to ensure children remain healthy. However, the childminder was unaware of the need to register with the local food standards agency to ensure that children's safety is promoted. Children benefit from daily opportunity to be in the fresh air. They walk to the school and visit the local park and trips to feed the ducks at the canal. They are learning to keep themselves safe as the childminder reminds them of the rules for outings. In addition to this, the childminder has a bag which is taken on outings with all children's emergency details in and a small first aid box.

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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