

Inspection report for early years provision

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Inspection date	04/07/2011
Inspector	Sally Smith
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 was registered in 2011. She lives with her husband and four children aged 11, nine, seven and three years in Lichfield. 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 childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to 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. 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 have very positive experiences and make good progress in their learning and development. Effective relationships are established with parents to share information although they do not contribute towards their children's learning journals. Risk assessments are robust and most of the necessary documentation is in place. Systems to evaluate the setting are thorough, clearly identifying areas for development to ensure continuous improvement. The childminder is highly motivated and expands her knowledge and skills so that all children's needs are met

What steps need to be taken to improve provision further?

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

- create opportunities for parents to contribute effectively to the observation and assessment process to support their child's learning and development
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder's understanding of safeguarding procedures is robust. She demonstrates a clear understanding of the signs and symptoms of abuse and the importance of reporting concerns to the relevant agencies without delay. A written policy clearly outlines her responsibilities to ensure children are protected from harm. Appropriate checks are undertaken for all adults in the household to ensure they are suitable to have contact with children. An accurate register records

children's attendance, whilst a range of policies and procedures are effectively implemented to promote children's safety and well-being. A written risk assessment for the garden and inside the house supports the childminder in minimising hazards, ensuring that areas used by the children are safe at all times. This is regularly reviewed and revised if necessary. The childminder is extremely thorough in ensuring that children are safe when on outings, carrying out risk assessments before embarking on these. For example, a forthcoming learning theme is about transport. The childminder intends to take children on the bus and train. In order to ensure that this is feasible, she has taken her own young child and a friend on a trial run. The childminder regularly talks to children about safety when out and about, for example, stranger danger and road safety so that children are aware of potential dangers. She ensures that she takes a first aid kit, contact details of the children's parents and a fully charged mobile phone on all outings. However, her written risk assessment does not include all outings undertaken by the children.

Space is utilised most effectively to provide children with a wealth of different experiences. Good use is made of the garden to enable children to be physically active, use their senses and explore their environment. Children have a designated playroom where resources are attractively laid out and accessible. Posters, displays and photographs showing familiar events are at the children's level. This helps children develop a sense of belonging, and feel valued and included.

The childminder demonstrates a sound knowledge and understanding of the Early Years Foundation Stage in order to provide well-planned activities for all children. She observes children in their play regularly to assess the learning taking place. This information is used to plan further activities that build on children's skills or highlight where further help and support is required to enable children to reach their full potential. Parents are made to feel valued and welcomed. The childminder discusses children's likes and preferences regarding routines, food and favourite toys so that she can plan accordingly and help children feel settled. Parents are provided with information about the setting so that they are reassured that children are safe and well cared for. They are aware that the childminder maintains learning journeys for children and whilst they can access these at any time, they do not contribute and share their views regarding their children's learning and development. However, the childminder regularly provides feedback regarding children's progress and achievements whilst they are in her care. The childminder does not currently care for any children who attend other early years provision. However, she is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care.

Although the childminder has only commenced her childminding service within the last few months, she has carried out a rigorous and accurate assessment of her strengths and ongoing areas for improvement. She is very focused and committed to raising standards to enhance the service she provides. She is continually revising the way in which she records observations and assessments in order to best suit herself and the setting. She is on the committee of the local childminding support group and meets with others at drop-in sessions for advice and support. She fully embraces training and sees this as being fundamental in keeping abreast of current initiatives and best practice. She is keen to instigate positive change and

implement this in practice, consequently children benefit from this.

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

Children are active learners as the childminder uses her knowledge of the Early Years Foundation Stage to provide a good balance of adult- and child-led range of activities. Observation, assessment and planning for next steps is good and evidences the wide range of activities and outings that children experience, ensuring that they are challenged whilst having fun. This results in children flourishing and making significant progress in their learning. Records of their learning are informative and annotated examples of work and photographs illustrate children happily engaged.

The childminder interacts well with children and extends their learning by using resources extremely well. For example, children play with water outside. The childminder adds resources such as scrubbing brushes, paint brushes and watering cans. Children make marks on the paving slabs and then stare fascinated as they dry in the sun and disappear. One child takes his watering can to water the plants. The childminder says 'on no, where have the strawberries gone'? The children peer quizzically into the container. The childminder leads them over to another pot and says 'look here are some strawberries, shall we taste one'? She explains to the children that it needs to be washed first to get rid of germs before they can eat it.

Children are developing good skills in problem solving, reasoning and numeracy while engaging in everyday activities. Novel ways are used to develop this area of learning, for example, when walking to school they count how many 'nee naahs' they can hear and learn to distinguish which are police cars, ambulances and fire-engines. They count how many rubber bands the postman or lady has dropped whilst delivering the post.

There is a high emphasis on healthy eating. Children take pride in growing their own fruit and vegetables, sampling these whilst at the childminder's or taking their produce home. Visual displays advise children on healthy choices and as a result children know that fruit and vegetables are healthy to eat. Children follow excellent hygiene routines and confidently express their needs, for example saying 'poo poo' when they have a dirty nappy. After being changed a child says 'me clean, me happy'. Regular use is made of the garden so that children have fresh air. They learn to move their bodies in different ways. For example, when exploring a transport theme they pretend to be vehicles, moving fast like a car and slowly like a steamroller.

Children are very familiar with keeping themselves safe as they discuss stranger danger and road safety as they walk to and from school. Fire drills are practised regularly and children quickly become accustomed to the sound of the smoke

alarm. On hearing it they shout 'toast' as they know that as the bread burns, it triggers the alarm. However, they also learn that this is to alert them to a possible fire and they must evacuate the house quickly and safely.

Children behave well in the setting and respond to the clear boundaries within the childminder's home. Collaborative working is promoted such as helping each other to tidy up and even very young children do this spontaneously. Children's time at the childminder's home is a joyful, happy experience where they make very good progress in all areas of learning and development.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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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