

Inspection report for early years provision

Unique reference number	EY275520
Inspection date	05/07/2011
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children aged six and two years old in Stafford. The whole of the ground floor is used for childminding purposes only. There is a fully enclosed garden available for outside play. The family has two pet rabbits.

This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time. There are currently three children on roll in the early years age range. Older children are also cared for before and after school and during school holidays.

The childminder holds a recognised childcare qualification. She attends local toddler groups and takes and collects children from local schools. She makes use of local facilities, such as, parks, shops and the library. She also receives support from the local authority.

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 children enjoy their play and learning. All children make good progress towards the early learning goals given their individual starting points. All policies and procedures are inclusive and most are implemented effectively to promote children's welfare. Excellent partnerships are developing between the childminder, parents and other agencies to ensure that the needs of all children are very successfully met. The childminder shows commitment and capacity to improve the quality of her care and has identified some of her 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:

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being in regard to the trampoline.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection procedures to ensure that children are safeguarded. She has all the relevant information to be able to take the appropriate action if necessary. All household members have been

notified to Ofsted to enable appropriate checks to be undertaken.

A detailed risk assessment has been carried out on all parts of the property and for each type of outing she undertakes to ensure all identified hazards are minimised. However, the risk assessment for the trampoline is not detailed to ensure children's safety. The childminder has clear policies, procedures and record keeping systems to cover all aspects of her service. These are detailed and well thought out ensuring 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.

The childminder is friendly and caring and this helps children to feel at ease and secure in the setting. Children are happy to play independently and the childminder is always close at hand to offer support. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. Good use is made of space in the home to provide a wide range of different activities and experiences. Children can choose from the resources available to them and are able to direct their own play. The childminder interacts effectively in a natural and sensitive way, ensuring they are supported and able to explore the resources and activities available to them. A very wide range of toys and resources are stored at an accessible height for children to help themselves to, promoting their independence. Children access a wide and varied selection of resources depicting positive images of diversity which helps children understand the society they live in. Topic activities, such as learning about different countries, cultures and beliefs through celebrating different festivals enhance children's awareness of the wider world. The childminder has developed an excellent working relationship with parents. They exchange useful written and verbally information, everyday. Parents are given a copy of the childminder's policies and procedures when they start to keep them informed. They are also encouraged to share details about their children's development. Children's work, photographs and written observations demonstrate that each child is making good progress. Excellent arrangements have been developed to share information about children's learning and development when they attend other settings to ensure continuity in both their care and learning.

The childminder is welcoming to all children and their families. She establishes an extremely good two-way flow of information with parents to ensure she meets children's individual requirements. Parents are provided with clear policies, written diaries and daily discussions to share the activities and changing care needs of the children. The childminder involves parents in establishing what children can do when they first start at the setting and shares information about children's learning journeys on a regular basis.

The childminder reflects on her practice and makes changes as required to benefit the outcomes for children. For example, she has gained a Level 3 National Vocational Qualification in childcare and has established detailed evaluation documents that reflect on current practice and identify areas for improvement which are then used to inform her action plan. She focuses on the outcomes for children and how the changes will benefit them, when identifying areas for improvement. She demonstrates a sound capacity to improve and an enthusiasm

to continually update her knowledge, skills and practice to benefit the children who attend. She gathers feedback from parents and children to inform her practice through the use of questionnaires and comment slips.

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

Children enjoy themselves and are happy in the environment. They demonstrate their independence as they move around the ground floor and select different toys and resources to play with. The childminder is well aware of children's interests and supports their learning and development. Children take part in purposeful play and there is a good balance of adult-led and child-initiated activities. The childminder records relevant observations of what children can do and produces a useful summary of what this means in terms of their achievements and progress. Individual children's learning journals are shared regularly with parents and reflect how the childminder promotes children's progress towards the early learning goals.

Children are content in familiar surroundings where the childminder is sensitive to their needs and interests. She gathers additional information to support children's settling-in and the planning of activities, for example, information about their family and their likes and dislikes. Babies are happy and settled in the childminder's care as the childminder provides a calm environment where they feel secure and demonstrate a sense of trust. They readily seek comfort and reassurance and enjoy her joining in with their play. The childminder helps them learn new vocabulary and encourages them in their new found skills, for example, when pulling themselves up the child sized table to explore the toys. Good maintenance and the excellent organisation of equipment and toys enable children to use the resources imaginatively and follow their natural curiosity as learners.

Children develop a good understanding of mathematical concepts through daily routines and play, such as matching and sorting shapes and colours and singing number rhymes. Older children also enjoy cooking activities, measuring and weighting ingredients for baking and putting various toppings on pizza. Children's language development is well-supported by the childminder through positive interaction. For example, she reinforces words to encourage children's speech and language. Children's awareness of people's differences is promoted, as they are able to access resources that reflect cultural diversity and disability, such as small world figures and books. Children are also learning about the local community when out on walks in the local area and trips to carer and toddler groups, the local library and other child orientated venues.

A variety of themed activities is planned to supplement children's learning and knowledge of the environment, including playing outside in the snow and trips to the places of interest. Children are becoming aware of caring for living things, as they join in the care of the family pet rabbits. A good range of programmable toys gives them opportunities to acquire basic skills in operating simple equipment. Children's physical skills are developing through playing in the well equipped garden and walks to their local amenities. Visits to parks and different soft play

venues offer experiences and resources to help further their physical development. They have many opportunities to take walks around the local area.

Children routinely follow good hygiene practices, such as washing hands before meals and snacks and gently remind visitors to cleanse hands after stroking the rabbit. There is a relaxed atmosphere at meal times. All children enjoy the benefits of nutritious and well balanced foods and drinks which the childminder provides. Meals are cooked from fresh ingredients and children learn good table manners and social skills as they sit together for meals. Fresh drinking water is freely available throughout the day. A variety of drinks are served at meal times. Children's behaviour is suitably managed as the childminder employs appropriate methods to help children to learn about right and wrong. Children receive lots of praise and encouragement when they have done well which helps develop their self-esteem.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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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