

Inspection report for early years provision

Unique reference number	EY419861
Inspection date	15/07/2011
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 2011. She lives with her husband and four children aged 19, 16, 13 and eight years in the Armitage area of Rugeley, Staffordshire, close to parks, a playing field and local schools. The whole of the ground floor, along with a first floor bathroom of the childminder's home, is used for childminding and there is a fully-enclosed garden for outside play. The family has a cat.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently caring for three children in the early years age group. She provides support for children who speak English as an additional language.

The childminder 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 making good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. They enjoy familiar routines and their individual needs are well known and met by the childminder. Strong links have been forged with parents and other professionals and, on the whole, information is effectively shared and successfully contributes to consistency of care and coherence. Children's health and safety are promoted exceptionally well and the childminder demonstrates a strong capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop strategies for maintaining a two-way flow of information and explore ways of sharing children's learning and development records and their next steps on a more regular basis.

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well. The childminder affords a very high priority to safety and this is reflected in her excellent documentation and everyday practice. She has attended safeguarding training and has a clear policy that she shares with parents. She shows an excellent understanding of the procedures to follow should she have concerns about a child in her care and all adults living in

her home have been suitably vetted. The childminder carries out daily visual safety checks and maintains comprehensive risk assessment records. Outings are thoroughly risk assessed and appropriate safety seats are used when transporting children in the car.

The childminder shows ambition and is keen to develop her childminding service. She has attended a variety of training that includes 'Food safety' and 'Having fun with stories'. Reflective practice is ongoing and the childminder uses a range of methods to evaluate her service. Partnerships with parents are strong and good links have been forged with other early years settings that children also attend. Regular two-way communication helps to ensure consistency of care and an awareness of children's individual needs, interests and preferences. The childminder has identified that she would like to develop current information sharing strategies so that parents are better informed and equipped to support their children's welfare, learning and development.

Children have plenty of space to play and rest. Resources are plentiful and a good selection is stored in ways that children can easily access. Consequently, children are able to make some independent choices about their play and learning. Children are treated as individuals and the childminder ensures that experiences and resources are appropriate for the children in her care. She is not currently caring for any children with special educational needs and/or disabilities. However, the childminder shows a very positive attitude towards doing so. She is aware of appropriate support mechanisms and frequently uses the internet for information and ideas to enhance her practice.

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

Children are making good progress in relation to their starting points. They are having fun and are keen to participate in the experiences available to them. The childminder knows the children in her care well and confidently describes their personalities, needs and preferences. She observes them on a regular basis and effectively uses what she discovers to inform daily planning and children's individual learning and development records.

Children are effectively gaining many of the skills they will need in their future life. They share stories, use technology, count during everyday activities and are learning to be independent. The childminder interacts extremely well with the children and is constantly introducing and reinforcing language. She draws their attention to colours, numbers and words and has developed a selection of home-made resources that include picture and name cards to help support this. Children demonstrate a developing respect for themselves and others. This is fostered through their participation in a variety of activities that explore various religious and cultural festivals and their easy access to a wide range of resources that portray positive images of diversity. The childminder provides children with a positive role model because she is calm and caring. She readily acknowledges children's good behaviour, effort and achievement and this motivates them and helps to raise their self-esteem. Children display good manners and are learning to

respect other people and property.

Children display an exceptionally strong sense of security in the childminder's home. Safety is afforded a very high priority and children are effectively taught to protect themselves through everyday experiences and a variety of thoughtfully planned activities. For example, the story of 'Hansel and Gretel' was used to inspire discussion about 'Stranger Danger' and road safety is routinely reinforced on outings. Children are taught about fire safety through discussion, stories and regularly practising of the childminder's emergency evacuation procedures.

The childminder's home is very clean and children's health is promoted exceptionally well. Meals provided by the childminder are freshly prepared and children make healthy choices at snack and meal times. They talk about foods that are good and bad for them and are encouraged to try new foods. Children play outside on a daily basis and are learning about nature alongside gaining an abundance of physical exercise and fresh air. Outings are frequent and contribute greatly to children's developing social skills and general learning and development. As part of a recent topic on healthy eating, children visited a local allotment and were able to see where some food comes from and how it is grown.

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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