

Inspection report for early years provision

Unique reference number	EY422397
Inspection date	15/08/2011
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 2011. She lives with her husband and three children aged one, nine and 13 years in Codsall, Staffordshire, close to shops, schools and a park. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time. There are currently three children on roll, all of whom are in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in learning and development because the childminder provides a happy, welcoming environment, in which children settle well and enjoy their play and learning. All children make satisfactory progress towards the early learning goals given their individual starting points. Most policies and procedures are inclusive and implemented effectively to promote children's welfare. Good partnerships are developing between the childminder and parents. The childminder shows commitment and capacity to improve the quality of her care and has identified some of her strengths and areas for improvement, however, she has yet to devise her own system to record this.

What steps need to be taken to improve provision further?

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

- observe children to find out about their interests and what they can do, then analyse these observations and use the information obtained to plan for the next steps in their learning
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- update the record of risk assessment to include any assessments of risks for outings to ensure children's safety.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in child protection. She is very aware of the possible signs of abuse and knows what to do if she has any concerns about a child in her care. Risk assessments are completed to ensure children's safety. However, risk assessments are not yet recorded for outings out of the home to ensure children's continued well-being. The childminder provides a

welcoming environment for the children, with a good selection of toys and resources that are well maintained and organised. Space within the setting is used effectively, allowing children to play and relax as needed.

Toys are arranged to enable children to access them independently. Children are encouraged to share resources and understand and respect the values of others. They access a good selection of resources available, depicting positive images of diversity.

The childminder has begun to develop effective relationships with the parents and there is a regular exchange of information about how the children have spent their time with her. The childminder is well aware of the need to liaise with other providers delivering the Early Years Foundation Stage when needed to ensure progression and the continuity of children's care and learning.

Systems for evaluating the quality of the provision are in their early stages. However, the childminder is able to identify strengths within the setting. She demonstrates a commitment and enthusiasm to update her knowledge, skills and practice to benefit the children who attend.

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

The childminder has a developing understanding of the learning and development requirements. This means that children are making satisfactory progress in their learning and development. Children enjoy a range of activities that have clear links to the areas of learning. The systems to observe children's progress and to plan for children's individual learning needs are comprehensive, allowing for the future planning of the learning and development. The childminder plans a variety of activities that meet children's individual interests. However, observations and assessments have not yet been completed to inform planning to ensure children's progression in all areas of their learning.

Children are settled, contented and at home in familiar surroundings where the childminder is sensitive to their needs and interests. She gathers information to support children's settling-in and the planning of activities, for example, information about their family and their likes and dislikes. They demonstrate their independence as they move around the home selecting different toys and resources to play with. They are confident to seek extra resources during an activity. The good organisation of equipment and toys enables children to use the resources imaginatively and to follow their natural curiosity as learners.

Children are beginning to develop an understanding of mathematical concepts through daily routines and play, such as, when making models with the play dough. Children's language development is supported by the childminder's positive interaction. For example, when seeing a spider on the window they recall their visit to the garden centre to see the animals and insects. Children's awareness of people's differences is suitably promoted. They are able to access resources that reflect cultural diversity, such as small world figures and books. A satisfactory

range of programmable toys and resources gives them opportunities to acquire basic skills in operating simple equipment.

Children routinely follow satisfactory hygiene practices, such as washing hands. There is a relaxed atmosphere at mealtimes. All children enjoy the benefits of nutritious and well-balanced foods and drinks which the childminder and parents provide. Children are learning to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers. Children practise evacuation procedures to further their understanding. Children receive lots of praise and encouragement. As a result, they are developing satisfactory self-esteem and understand when they have done well.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met