

Inspection report for early years provision

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| Unique reference number | EY270661 |
| Inspection date | 07/09/2011 |
| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2003. She lives with her husband and four children aged 22, 20, 18 and eight years in Tamworth, Staffordshire. The whole of the property is used for childminding purposes and toilet facilities are on the first floor of her home. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time. Of these, three may be in the early years age group. The childminder is registered to work with an assistant and when doing so can care for a maximum of four children in this age range. She is currently minding two children under eight years on a part-time basis. The childminder provides care for children with special educational needs and/or disabilities and those who speak English as an additional language.

The childminder holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by a friendly and caring childminder, they enjoy access to a variety of experiences that help them learn and develop. Documentation is generally maintained well and the diversity of individuals is valued and respected. Good partnerships are in place with parents and other professionals, this ensures consistency of care for children. Current systems for self-evaluation and observation, planning and assessment are not yet fully effective but the childminder demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve learning and development records to help form a more accurate view of where children are in their learning and development and where they need to go next. Explore ways of encouraging parents to contribute to these records and the planning, observation and assessment cycle
- improve systems used to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All adults in the household have been suitably vetted and the childminder demonstrates a clear knowledge of child protection procedures. She confidently describes some possible signs and symptoms of

abuse, she knows who to contact should she have any concerns. The childminder maintains and reviews risk assessment records, she carries out daily visual safety checks on her home and any resources used for minding. A range of safety precautions are in place throughout her home, for example, safety catches are fitted to low-level cupboards in the kitchen and hazardous items are stored out of reach of children. Her fully inclusive written policies and procedures are shared with parents, these help to ensure the safe and efficient management of the setting.

Children flourish in the childminder's care. The well organised and welcoming environment that she provides creates an atmosphere that is conducive to both learning and having fun. Children have plenty of space to play and rest, they are relaxed in her care. Children benefit from the good relationships that exist between the childminder and their parents. Comments made by a parent during the childminder's inspection were very positive and confirmed how happy children are in her care and the good level of information exchanged in relation to children's welfare and development. Strong links have been forged with a local pre-school that the children in her care attend. Regular two-way communication takes place. The childminder receives weekly sheets from the pre-school, that include information about topics children are covering and suggested ideas to support these. This information is then used to inform her planning. Consequently, children receive consistency of care and their individual needs are known and met.

The childminder is enthusiastic about what she does, she is keen to promote the best possible outcomes for children. The childminder has a good knowledge of each child's background and needs, she works hard to include all children. Recommendations raised at her last Ofsted inspection have been fully addressed and the childminder has made a number of improvements. For example, she has developed written policies and procedures, received a laptop through a local authority grant and has obtained a recognised early years qualification at level 3. Consequently, her service and outcomes for children have improved. The childminder is constantly evaluating her practice and has started to complete the Ofsted self-evaluation form to assist with this. However, systems for effective self-evaluation are not effectively developed and this impedes her ability to successfully identify her strengths and priorities for improvement.

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

Children are happy and making good progress in their learning and development. The childminder demonstrates a clear understanding of the Early Years Foundation Stage and how children learn and develop. She is constantly observing children during play, she confidently describes their individual personalities and some of the things she is doing to help them progress. The childminder uses her knowledge and experience to provide suitable resources and experiences for all the children, she talks to their parents about the various things she notices and records. Children enjoy a good balance of child-initiated and adult-led activities, the childminder thoughtfully adapts activities to suit children's individual needs and to

support their learning at other settings. However, children are not fully supported to reach their full potential because effective systems for observation, assessment and planning are still being developed.

Children are at ease with the childminder, they happily go to her for comfort, reassurance and support. She provides a variety of fun experiences that help children gain the skills they will need in future life. For example, they are gaining an understanding of technology as they use her computer and play with interactive toys. They engage in plenty of activities that help to reinforce and practise counting, these include singing number rhymes and counting during everyday experiences. Children practise mark making as they explore and experiment using paint, crayons and shaving foam, they make patterns on the slabs outside using brushes and water. Cookery activities take place on a regular basis, these are cleverly used to teach children about a variety of issues. These include, teaching children about what happens to various ingredients when they are mixed and cooked and health and safety. The childminder is well aware of the learning potential of everyday situations, she uses outings to reinforce road safety and also to raise children's awareness of nature. They are learning about the wider world as they take part in activities, based around various religious and cultural festivals and watch children's television programmes.

Children's health is effectively promoted. All areas of the childminder's home used for childminding purposes are clean and children are actively learning about the benefits of a healthy lifestyle. They engage in regular physical play and meals and snacks promote healthy eating. Children follow good hygiene routines, they know that too much sugar is bad for their teeth. Children behave well and the childminder provides them with a positive role model to follow. She has a calm, caring nature and encourages good manners and respect. Children show an understanding of safety and the part they play in promoting it. For example, they know that they must not climb on furniture in case they should fall. They take part in regular emergency evacuation drills.

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

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| 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

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| 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 | 3 |
| 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

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| 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

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| 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

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| 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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