

## Inspection report for early years provision

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<b>Unique reference number</b>	210474
<b>Inspection date</b>	29/09/2011
<b>Inspector</b>	Susan Rogers
<b>Type of setting</b>	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 1994. She lives with her husband and three adult children in Tamworth, Staffordshire. The whole of the ground floor is available for childminding and there is a fully enclosed rear garden for outdoor play. The family have one dog and two rabbits.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She also offers care to children over aged five years. There are currently 15 children on roll, of whom five are within the early years age range. This provision is registered by Ofsted 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 good.

Children make good progress as they are cared for by a conscientious and knowledgeable childminder. The documentation is effective in protecting children's well-being and is reviewed regularly. The partnership with parents is successful and ensures that children progress well due to continuity and a welcoming environment. The recording of children's progress is being developed, and inclusive provision ensures that children's individual needs are carefully met. The system for measuring the effectiveness of the setting is developing well. This system has begun to establish the strengths and weaknesses of the setting, demonstrating that there is good capacity for sustained improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further the system for systematic observations and assessment of each child's achievements, interests and learning styles to identify learning priorities and plan motivating learning experiences for each child
- improve the continuous quality improvement process.

## **The effectiveness of leadership and management of the early years provision**

Children are well safeguarded as the childminder knows what would concern her regarding a child's care. Recent child protection training has enhanced the childminder's knowledge and parents are informed of her legal obligations and duties. The risk assessments are comprehensive and minimise potential risks during outings and on the premises. Children are well supervised during their activities as they explore, which promotes their confidence and independence. This is further promoted as they are encouraged to develop their physical skills,

encouraging their feelings of safety. All adults who have contact with the children are promptly vetted, further protecting their welfare.

A wide range of training has been completed by the childminder, extending her knowledge and understanding of her roles and responsibilities. She liaises with additional agencies, accessing advice and expertise that enables children's individual needs to be well supported. The documentation is thorough and reviewed on a regular basis. The system that evaluates the effectiveness of the setting is developing well and has identified the strengths of the provision. All stakeholders' opinions have been obtained, which enables them to contribute towards improvements. The organisation of the premises and availability of resources effectively promote learning opportunities for all children. Younger children are well supported as they develop their walking skills. They hold on to well-placed furniture and independently explore the interesting environment. Children enjoy a range of play experiences outdoors as they use the covered outdoor play area and also explore the larger climbing equipment.

A good range of resources and toys that give positive representation of all aspects of society are readily available to all children. Their understanding of the needs of others is promoted through explanations and discussions where children learn about the wider aspects of the community in which they live. The good partnerships with parents support children's continuity of care. Parents discuss their child's progress with the childminder as they collect their child, allowing for exchanges of information. An effective system for settling in ensures children feel safe and that their learning needs are met.

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

Children are happy and settled as they explore a range of well-organised and purposefully chosen toys and resources. Their individual learning needs are understood by the experienced and knowledgeable childminder. This results in children accessing a wide range of activities and equipment that meet their needs very well. The local environment is used well to promote children's appreciation of the world and the communities around them. They visit local parks and nature trails where they observe insects and plant life. They enjoy positive social experiences as they use local toddler groups, where they learn to accommodate the needs of others. Their independence is promoted very well as they explore the environment and younger children confidently reach into accessible toy boxes to find their favourite toy and discover new play experiences. Their communication skills are well promoted as they share books with the childminder, and younger children are beginning to form words and sounds. Children have clearly formed a firm attachment to the childminder as they go to her for reassurance, promoting their feelings of safety.

Children enjoy nutritionally balanced meals that meet their individual needs. They eat their meals with their friends in positive social environment and share details of their day at school. Their understanding of healthy eating is encouraged as they discuss which foods are good for you. They have ready access to snacks of fruit

and vegetables and a drink of their choice, ensuring they stay refreshed.

Children are progressing well as they are supported by the childminder, who understands their individual stages of progression. The system for recording their progress and identifying their next steps has commenced and shows some progress that children have made, but as yet does not consistently identify the next stage in their development. Children's physical skills are developed as they freely explore the space available and older children use the larger climbing equipment in the rear garden. They extend their creative skills as they dress up and devise imagined scenarios which develop their storytelling abilities. They take responsibility for the setting by clearing away after activities. Older children are developing friendships with each other, which encourages their understanding of others. They behave well and are achieving good outcomes in their 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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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