

Inspection report for early years provision

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Inspection date	13/02/2012
Inspector	Patricia Dawes
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 registered in 2011. She lives with her partner in Dudley, West Midlands. The whole of the ground floor, one bedroom and bathroom upstairs of the property is used for childminding. There is a garden for outdoor play available. The family have a dog as a pet.

This provision is registered by Ofsted on the early years register and on both the compulsory and voluntary parts of the Childcare Registers. The childminder is registered to care for a maximum of six children under eight years of age at any one time, three of whom may be in the early years age range. There are currently three children on roll in this age group. Older children are also cared for.

The childminder holds a recognised childcare qualification and is an accredited network childminder for the local authority. She attends local toddler groups and makes use of local facilities such as, parks, shops and the library. The childminder 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 towards the early learning goals because the childminder gathers useful information on children's individual needs to promote inclusion and support their learning and development. Documentation is comprehensive and very well maintained and all relevant policies and procedures are reflective of practice and suitably implemented. Effective partnerships are developing between the childminder, parents and other agencies to ensure children's unique needs are met. The childminder shows commitment and capacity to improve the quality of her care and has a realistic view of current practice and displays a very positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- provide children with a variety of resources reflecting diversity, special educational needs and disability issues to support children's understanding of the wider world
- review assessment systems so that parents have regular opportunities to add to records and involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is efficiently safeguarded because the childminder has robust policies and procedures which work in practice and are shared with parents. The childminder has a good understanding of her role and responsibilities with regards to safeguarding children's welfare. She has attended recent training to ensure that her knowledge and understanding remains up-to-date and in line with local guidance. Detailed risk assessments and daily safety checks ensure that both the indoor and outdoor play areas are safe and risks to children are minimised. Risk assessments for outings demonstrate an emphasis on encouraging children to develop an understanding of how to keep safe by following simple rules and expectations. 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.

The childminder is enthusiastic, friendly and caring and helps children to feel secure and at ease in the setting. The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. Children are happy to play independently and the childminder is always close at hand to offer support. Excellent use is made of space in the home to provide a wide range of different activities and experiences. Good quality resources are varied and used extremely well. Toys are arranged in low-level boxes to enable children to access them independently. Children are encouraged to share resources and develop an understanding of each others needs. This significantly supports children to achieve planned goals.

The childminder places a strong emphasis on developing close working relationships with parents and carers. Effective policies and procedures are clear and easy to understand and parents sign to say these are read and understood. Parents are encouraged to share details about their children's development through 'All about me' booklets. Children's work, photographs and written observations demonstrate that each child is making good progress. Parents have yet to add to their children's records or become involved in practical ways to support their child's learning and development at home. Arrangements to share information about children's learning and development when they attend other settings are established to ensure continuity. The childminder is keen to develop this further to enable children to make the transition from one setting to another smoothly.

The childminder reflects on her practice and makes changes as required to benefit the outcomes for children. For example, she completed a formal self-evaluation of her provision and has attended local authority safeguarding training to ensure she keeps up-to-date with her knowledge and improves her practice. She has a good understanding of her strengths and areas for improvement and is committed to improving her practice, for example she has become an accredited childminder as part of the local authority network. She has a vision for the future and plans to improve her knowledge and skills through further training such as completing a foundation degree to demonstrate her commitment to continuous improvement.

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

Children receive good levels of support to secure their progress towards the early learning goals. The childminder is effective in her interaction as she has a clear understanding of where children need support. She records very useful and relevant information about what children can do, and also information about what their next stage of learning is and what support they need. The childminder then successfully uses this information to plan either adult-led activities or how she will support children's learning through free play. The use of photographs and captions all demonstrate their learning and development in the setting, however parents have yet to add their comments to show how learning at home is encouraged to assist the childminder to make improvements.

Younger children are happy and settled in the childminders care. 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, learning new nursery rhymes, which animal makes which noise or looking at familiar books. All of this helps to promote independence, self-esteem and well-being.

Children's understanding of diversity and difference is enhanced as they celebrate a variety of festivals and have access to some visual resources that reflect positive images of culture and ethnicity; however toys and equipment to support their understanding of diversity and disability are limited. This has the potential to hinder children developing their understanding and learning about a wider society.

Children are encouraged to develop their skills in mark making and pencil control from a young age through accessing a range of resources from low level storage. Skills of problem solving, numeracy and reasoning are developed as the children play with shape sorters and building blocks stacking them to make tall towers. Children are beginning to understand the use of technology in the home as they use electronic, programmable toys. They learn about caring for the environment on walks through the park where they feed the ducks or begin to learn about recycling. All of this has a positive impact on developing children's skills for the future.

Children use imagination and express their thoughts while using a good range of art materials to develop their creative skills, for instance making cards and pictures for Valentines Day or drawing a picture of someone they love or playing with malleable materials, such as play dough. Children learn about being healthy and exercise as they enjoy varied opportunities to develop their physical skills. They spend a great deal of time enjoying outdoor play in the garden using a good range of outdoor equipment. They regularly visit other childminders or local childminding and toddler groups and sessions at the local children's centre, and use a variety of larger play equipment to further promote their physical skills.

Children's health is promoted well. They knowingly follow good hygiene practices, such as washing hands before eating, after toileting and messy play. All children

enjoy the benefits of nutritious and well-balanced foods and drinks which the childminder provides. Children learn to keep themselves safe through practical daily routines such as practising fire evacuation procedures. The childminder also offers guidance on the dangers of traffic and strangers when out in the community. Children's behaviour is suitably managed as the childminder employs appropriate methods to help children to learn about right and wrong, such as a stern voice with younger children if needed. As a result; they are developing good self-esteem and understand when they have done well, as they receive praise and recognition for their achievements.

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	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

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

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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