

Inspection report for early years provision

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Inspection date	22/03/2012
Inspector	Kath Harding
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 1995. She lives with her husband in a village just outside Shrewsbury, Shropshire. The whole ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two dogs as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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. The childminder demonstrates a good understanding of their individual needs and actively promotes an inclusive environment where children begin to develop an awareness of diversity. She has good relationships with parents and works effectively in partnership with others. The childminder has a positive attitude to improvement and has good systems in place to evaluate her practice in most areas.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding and knowledge of safeguarding procedures. She has attended training on safeguarding issues and has a safeguarding policy which she shares with parents to ensure everyone is aware of her duty to protect the children in her care. She closely supervises the children in her care and knows of her responsibility to ensure that all people living in the house are suitably checked. The childminder visually checks all areas of the house prior to the children arriving. Written risk assessments are in place for the home and garden to help keep children safe. The minded children are able to talk through the risk assessment for walking to and from school.

Partnerships with parents are good. Detailed information is sought from parents regarding their child's routine and interests, all of which are recorded and acted upon by the childminder in a consistent way. Parents are involved in contributing their views and suggestions in order to bring about future improvement. The childminder acts on these ideas, such as limiting the amount of television a child watches and setting up two separate play areas to make dens, so all children and parents are happy. Parental comments on the service provided include: 'We had total trust in the care our childminder provided. The amount of care and imagination that she puts into child care is impressive'. 'My childminder runs a happy and active house and the children have a great respect for her'. 'My children were always well looked after and had a great time'.

The childminder has a good understanding of issues relating to equality and diversity. She provides a service that ensures all children and their families are included and treated with concern and respect. The childminder offers suggestions of activities to do and allows the children to choose what they would like to do. She takes photographs of the children but observations and assessments of the children are not linked to identifying children's next steps in their learning and development to ensure their continued progression.

The childminder is committed to working effectively in partnership with others. She demonstrates a good commitment to continuous improvement as she reflects on how to improve her service. She obtains advice from other practitioners and development workers to help improve her practice.

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

Children are happy and confident in the childminder's suitably organised home where they move freely between rooms. The childminder places high priority on keeping the children safe and on them learning about safety. She explains daily about road safety when walking to school and the children talk about the consequences of what could happen, particular after seeing a recent near miss on the road. They have discussed the dangers of waving to unknown motorists as they walk back from school. The children practise fire drills so they know how to get themselves out of the house in an emergency.

Children develop a good understanding of the importance of healthy eating as they are offered healthy snacks, such as fruit, toast and cereals, and discuss the importance of eating healthily. They get plenty of fresh air and exercise as they can access a wide range of physical activities in the large garden area, including access to badminton sets, footballs and a parachute. Children are encouraged to wash their hands prior to eating and use paper towels to dry their hands to reduce the risk of cross infection. They can access regular drinks of water to ensure they remain hydrated.

The children enter the setting with confidence. As they sit at the table to decorate their Easter egg they freely chat about their school day. They choose what colour

they want to dye their egg and what jewellery bits they want to glue on it. The childminder interacts well with children and asks open-ended questions to help extend their learning and encourage them to think. Children enjoy what they do as they have fun when making an aeroplane from tubes and a cardboard box. They ask for help and support as they tape the wings of the plane and attempt to cut the cardboard. As the children decide they want to play marbles the childminder joins in with the game. They count the marbles and talk about who has a lot and who has more than, so learning early mathematical skills. As they play games they learn to take turns. Children plant onions, carrots and leeks in the vegetable patch. They tend the plants and watch them grow. Photographs show children engaged in a wide range of interesting activities, such as playing in the snow, having fun face painting, washing the dog and using the sewing machine.

Children behave very well and spontaneously use good manners showing respect and consideration for others. Children learn to value and respect others as they use a range of resources which help them to begin to understand about the wider world. They look at different festivals, such as Chinese New Year, and make lanterns, masks and dragons to gain an awareness of the wider world.

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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