

Inspection report for early years provision

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Inspection date	12/04/2012
Inspector	Tracey Boland
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 was registered in 2011. She lives with her husband and child aged four years in a suburb of Tamworth. The whole of the ground floor and first floor front bedroom is used for childminding. Accessibility to the premises is via a small step. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 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. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well known by the childminder who has a secure understanding of their individual needs. She has formed a supportive partnership with parents ensuring continuity of care and effectively promotes children's learning and development through their learning and play. The welfare of all children is continually safeguarded. Systems for self-evaluation are in the early stages of development however, the childminder demonstrates a positive attitude and commitment towards continuous development.

What steps need to be taken to improve provision further?

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

- improve the systems for the organisation of the setting by leading and encouraging a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of her responsibilities in protecting children from harm and neglect and is knowledgeable of the procedures to follow if concerned about a child. A clear safeguarding policy supports her practice and is shared with parents. All adults living on the premises are vetted and children are not left unattended with unvetted adults. The childminder is aware of

the need to maintain children's safety at all times and thorough safety precautions are in place within her home and garden. Written risk assessments help to ensure that most potential risks to children are identified and minimised and include outings to places of interest.

The childminder develops a caring and supportive relationship with parents enabling her to care for their child in accordance with their wishes. Concise information about their care needs and interests are recorded and used as a foundation on which she plans to meet their care and learning needs. Good communication on a daily basis both verbally and through a two-way communication diary ensures parents are fully aware of what their child has been involved in each day.

Links with other providers, for example, pre-school groups are continually developing and ensure continuity of care for the children. The relaxed homely environment is conducive to both learning and having fun and resources are accessible to all and very well maintained. A variety of resources are available to promote children's understanding of other cultures and disability and photographs of the children involved in activities are displayed which enables them to recall the activities they have been involved in, encouraging their sense of belonging.

The childminder is proactive in ensuring the environment promotes children's learning and care and sees ongoing training as an essential part of her continuing development. Self-evaluation is a new process which is not yet fully effective. However, the childminder demonstrates an understanding of how this can help her to identify her strengths and areas for development in the future, taking account of parent and children's views also.

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

Children are happy and relaxed in the childminder's care and lovely relationships have been formed. They access a good variety of resources for all ages and abilities. Children are making good progress in relation to their starting points because the childminder works alongside parents to provide a variety of experiences that continually challenge their learning and their natural curiosity to learn. The childminder uses observations of children during play to identify their future learning needs and enable her to plan activities to promote the next steps in their learning.

The childminder engages in cooking activities where they weigh out the ingredients, mix them together and talk about the changes to the mixture through the cooking process. Children learn about the living world and take regular walks to the duck pond to feed and watch the ducks. Their understanding of numbers is enhanced through songs and rhymes and counting of bricks and toys as they play.

Children enjoy meeting with other children which helps to develop their social skills further. They spend lots of time in the outdoors gaining plenty of fresh air and developing their large muscle skills when climbing and using wheeled toys.

Collectively, these activities help children to develop appropriate skills for the future. Children behave in a manner that supports their learning. The childminder praises children for their good behaviour and their confidence is enhanced through the clear boundaries that are in place. Children are encouraged to be kind and thoughtful to each other, to share and take turns. The childminder is a very good role model to the children and praises them for their achievements.

Children's understanding of diversity, the wider world and disability is encouraged through toys and resources and the childminder is introducing celebrations from around the world into their calendar. Children demonstrate their awareness of maintaining personal hygiene by washing hands independently before eating, after using the bathroom and messy activities. Nappy changing routines are sensitive to the needs of the individual to ensure their comfort and dignity is maintained. They sleep in line with their individual routines and affection is readily given and received. Children feel secure with the childminder and their understanding of keeping safe is developing through practising the emergency evacuation procedure and reinforcing road safety when out.

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	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	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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