

Inspection report for early years provision

Unique reference number	138841
Inspection date	29/03/2012
Inspector	Juliette Jennings
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 1993. She lives with her husband in Newport, Shropshire. The whole of the house, apart from the sitting room and the main bedroom, is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has pet dogs.

She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of four 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 in the age group who attends on a part-time basis. The childminder also offers care to children aged over five years to eight years. 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.

The childminder supports children very well, meets individual needs effectively and ensures their health and welfare. Children are safe and secure and engage in a wide variety of activities, with good interaction from the childminder. The enthusiasm, commitment and interest of the childminder enables children to learn and develop at their own pace and thus, make good progress in all areas. Partnerships with parents and others are strong, with systems largely in place to enable information sharing, in order to meet children's needs. Self-evaluation has recently been developed and is starting to highlight areas of development to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents to seek emergency medical advice or treatment for all children. (Safeguarding and promoting children's welfare) 12/04/2012

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

- extend the process of self-evaluation to accurately highlight areas for ongoing improvement to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Thorough procedures and detailed policies are effectively implemented, so that children are safeguarded well. The childminder has developed setting specific risk assessments and reviews these regularly to ensure that the children are safe in her home, garden and when on outings. Children are further safeguarded because the childminder accesses relevant training on a regular basis, so that she is fully aware of what to do if she had a concern about any of the children. A written child protection procedure and other relevant documentation are readily available and reflect current safeguarding guidance. However, she does not have written consent from parents in relation to emergency treatment or advice, which means that she is not fully meeting requirements.

Continuous improvement is a priority to ensure that children's needs are met on an ongoing basis. This has previously been on a largely informal basis and a more formalised approach to self-evaluation processes is being developed, in order to highlight areas for development in improving outcomes for children. The childminder has accessed a wide range of training opportunities and this has enabled her to develop her knowledge and understanding of the Early Years Foundation Stage. She seeks to implement her knowledge into her practice as she develops her procedures, strengthens her partnerships and organises her setting to continually improve the provision for children.

Partnerships with parents are strong, with effective systems in place to support a joint working, which means that children's needs are accommodated. Two-way communication is enabled by way of a daily diary and verbal discussions take place all the time to ensure a consistent care approach. Information is shared and documentation is generally in place to support children's individual needs. Children are supported to develop an understanding of the world around them in a number of ways. Resources and activities reflect positive images of diversity within the space children use. They access community activities, such as toddler groups and enjoy regular trips to the local town. Other activities include trips to local farms, where children enjoy feeding the baby animals with milk from a bottle.

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

Children are making good progress in relation to their starting points. Their ongoing development is supported well by the childminder, who observes them on a regular basis, makes an assessment about their progress and plans effectively for next steps in learning. This information is shared with parents, so that they can contribute to discussions if they wish. This means that children's ongoing development is enhanced and children are making good progress in all areas.

Children enjoy a dedicated play space, which enables them to have a choice about what they wish to play with. Favourite activities, such as small world play and creative activities are made available on a daily basis, alongside a wider range of

opportunities provided on a regular basis from the childminder's extensive stock of resources. Children are busily occupied with imaginary role play where the dolls are being fed their lunch and having their nappies changed frequently. The childminder shows interest and enthusiasm as children develop this imaginary play and she facilitates extra resources and ideas to promote active learning. Children's physical skills are developed when they use challenging, but safe, climbing resources outside. The childminder supports an ethos of risk benefit at this time, sensitively supporting less confident children to develop their skills and confidence.

Opportunities for children to develop their mathematical skills include weighing and measuring, puzzles and games, as well as creative activities with children noticing differences in shells while making a dry collage picture. Children talk about their play and describe situations for example, a commentary on what foods are available when feeding the dolls their lunch is enthusiastic and reflects children's own experiences. All of which help children to develop skills for future learning.

Children develop an awareness of being healthy because the childminder implements good hygiene procedures and talks to children about the importance of hand washing. This is further reinforced during role play opportunities for example, when the dolls nappies are being changed. Children enjoy a healthy diet and make healthy choices when they choose what they want for their lunch. Meals include wholemeal sandwiches, fruit, vegetables and yoghurts and the childminder makes sure that children have a drink available at all times. Children are supported to stay safe through the implementation of sound policies, extensive procedures and ongoing risk assessments.

Behaviour is good, with children showing good manners and engaging in a very positive way. The childminder supports them to take turns and learn about sharing and offers activities that encourage empathy, such as caring for animals on a trip to the local farm. They form secure attachments with the childminder and this helps them develop their self-esteem and confidence.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----