

Inspection report for early years provision

Unique reference number	205054
Inspection date	18/03/2011
Inspector	Lucy Showell
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 1998. She lives with her husband in Redditch, Worcestershire. The whole of the house is used for childminding and 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 childminder is registered to care for a maximum of six children under eight years at any one time. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this homely environment where the childminder values the uniqueness of each child in her care. She builds beneficial relationships with parents through discussing all requirements and preferences and ensuring needs are inclusively met and individual routines are followed. Children make good progress in their learning as they enjoy a variety of stimulating activities. The childminder demonstrates good capacity for continuous improvement through attendance at additional training courses to develop knowledge and skills further.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).
- 08/04/2011

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

- use self-evaluation and quality improvement processes as the basis of ongoing internal review
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

The children are well-protected by the childminder who has effective safeguarding procedures including relevant contact details and guidance documents. She

maintains required information, such as, a range of clear policies and procedures and her certificates and registration documents are easily accessible. She has a good knowledge of her responsibilities with regard to conditions of registration and how to meet the welfare requirements within the Early Years Foundation Stage. All necessary records are maintained for hours of attendance, medication, accidents and existing injuries and all parental consents are in place. Suitability checks are completed and the childminder is aware of the protocols with regard to informing Ofsted of other adults in the house to ensure their suitability can be accessed as necessary. Space and resources are organised well and the childminder checks her home regularly to ensure hazards are kept to a minimum. For example, the house is secure, equipment is suitable and safe for the ages of children attending and safety measures such as fireguards, corner guards and socket covers are well-maintained. Whilst the risk assessments are conducted there are no written records of these in place.

The childminder has recently started to investigate monitoring systems. She recognises the value of this process and discusses best practice with other childcare professionals to identify plans for the future. However, formal assessments are not completed. She has attended updated training and demonstrates how she hopes to use the knowledge and skills developed to continually improve the quality of the provision for the children that she cares for. She checks the quality and suitability of resources to ensure sustainability of her provision. She works well with parents by providing useful information about her services. She obtains valuable information before care commences regarding children's health and welfare needs and daily news is shared effectively. Parents are invited to offer their opinions of the childminding services on a regular basis either verbally or in writing. She shares several thank you notes and letters of recommendation from previous parents with new parents as references. The childminder recognises the importance of ongoing communication with other professionals providing care for the children who attend. For example, she liaises with teachers from the local school to ensure regular information is shared and that the activities she provides complement those at school.

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

Children are confident and settled in this welcoming environment. Their sense of belonging is promoted as they are encouraged to self-select from the range of toys available which are age-appropriate. There are no children currently attending with special educational needs and/or disabilities or who speak English as an additional language. However, the childminder demonstrates good knowledge through previous experience of appropriate systems to adopt and how to adapt activities and practice accordingly. The childminder has a clear manner with the children. She encourages appropriate behaviour through gentle reminders during play and opportunities to share favourite resources. Children learn the importance of keeping safe as they tidy away after play and ensure they keep small items away from the younger children. Their individual care needs are supported well as older children use the toilet independently and nappies are changed regularly in a hygienic manner. Free access to individual drinks through the day ensures the

children are suitably hydrated. Packed lunches are provided by parents and stored appropriately. Children learn the importance of good health because the childminder ensures they eat plenty of fresh fruit and vegetable crudities for snacks.

Space is organised effectively and provides children with opportunities for messy play, free and physical activities and relaxation or sleep. The childminder demonstrates a sound knowledge of the children in her care and fosters their individual needs appropriately. Children's achievements are identified through observations during play and the childminder provides suitable experiences to encourage further development. Individual photograph albums and selections of drawings, paintings and collages, which are highly appreciated by the parents, are maintained. However, an effective system for recording children's progress is not in place. Therefore links to the specific areas of learning and development and the next steps for children's learning are not fully identified. She liaises effectively with parents gaining initial information about their child's abilities and interests. She continues to build on this through daily feedback and recounts of various fun activities at the setting and on outings.

There is a beneficial balance of adult-led and freely-chosen or child-initiated activities. At the setting children select favourite resources from the low level storage or from equipment that the childminder has set out for them. The youngest children increase their physical skills as they negotiate across the floor to find favourite items. They enjoy a variety of books with textured panels, pop-up sections and brightly coloured pictures. The childminder supports children's language effectively as she repeats new words to toddlers so that they extend their vocabulary. There are songs, rhymes and musical toys to help develop children's listening skills and encourage them to enjoy using different words and sounds. They use their imaginations well as they dress-up and use role-play resources to re-enact real and imagined scenarios. Children use simple electronic equipment confidently learning what happens when various buttons are pressed. They explore through exciting first-hand experiences taking part in local activities such as the Christingle service at the local church and attending an Eid party with friends. These and additional creative activities provides children with developing awareness of their community and opportunities explore and investigate the world around them.

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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