

Inspection report for early years provision

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Inspection date	18/02/2011
Inspector	Becky Johnson
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.

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Description of the childminding

The childminder was registered in 1993. She lives with her husband and two adult children in a house located in the Wordsley area of Stourbridge, West Midlands. The house is within walking distance of local shops, parks and schools. One room on the ground floor, the kitchen and downstairs toilet are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The childminder is registered to care for five children, three of whom may be in the early years age range. There are currently three children in this age range on roll. Older children also attend before and after school, and during school holidays. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is able to take and collect children from the local school and runs a toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and relaxed environment where they participate in a range of activities which sustain their interest, although formal systems to support their progress are not yet fully implemented. The childminder is able to identify and minimise potential risks to children, although systems to record these are not fully in place. The childminder provides a wholly inclusive practice and all children are valued and made to feel special. Positive relationships with parents and other professionals are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder is able to identify her strengths and weaknesses in order to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment and link these to planning in order to identify children's next steps of learning and development
- update the record of risk assessment to include any assessments of risks for outings to ensure children's safety.

The effectiveness of leadership and management of the early years provision

The childminder's good knowledge of safeguarding procedures and her awareness of her role in protecting the children in her care ensures children are kept safe.

The childminder makes sure of children's safety both within the home and when on outings. She is able to clearly identify any potential risks to children and can successfully describe methods she has implemented to ensure that these are minimised. However, although written check-lists are in place for premises and equipment, these do not yet extend to outings that children participate in to fully ensure children's safety at all times. Premises are warm and welcoming. Resources are utilised effectively to provide children with choices and to maximise and support their learning and development. The childminder is successful in identifying and addressing differences in children's achievements to ensure that they make good progress in line with their starting points and capabilities.

The childminder is very experienced. She is committed to providing a high level of care and education to ensure the best possible outcomes for the children. All documentation which contributes to children's health, safety and welfare is in place. A range of policies and procedures enhance the childminder's good practice. She has systems in place to help her to reflect on her practice and uses self-evaluation to enable her to continue to develop and improve.

The childminder has developed positive working relationships with parents. She works cohesively with them to develop consistency between home and minding environments. Information is shared on a daily basis to ensure that children's individual needs are routinely met. Parents are happy with the service that the childminder provides. They say that their child loves to come and is happy and settled, that communication is good, and that children learn something new every day. The childminder actively develops and fosters effective links with other professionals. Regular discussions with other settings that children attend ensure a consistent approach to children's learning.

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

Children show obvious enjoyment of being with the childminder and are happy and relaxed in her company. They thoroughly enjoy participating in activities, such as, role play where they practice self-help skills as they dress and undress dolls and pretend to put them to bed. They access a range of experiences to develop their physical well being and skills. For example, they enjoy visits to local parks where they play on equipment, such as, climbing frames and slides. Children's creative and imaginative experiences are fostered as they participate in different art and craft activities, such as, making finger puppets and volcanoes. They enjoy playing with musical instruments and sing happily to themselves during their play. Children's language and literacy skills are fostered well as the childminder sensitively encourages them to communicate, listening to what they have to say, and waiting patiently for a response. Children develop an awareness of the world in which they live as they access resources, such as, figures and books which portray positive images of diversity.

The childminder knows each child very well and her flexible planning develops through the interests and play preferences of children. The childminder intersperses children's choices with sensitive questioning and interaction to

encourage children to think and learn. This ensures that they receive a balance of child-led and adult-initiated activities along with opportunities to access quiet, active, indoor and outdoor activities, within their daily routine. Systems to observe and evaluate children's progress and provide a summary of their individual achievements are currently being developed. However, these are not yet fully embedded in order for the childminder to plan activities for the next steps of learning and to ensure that children continue to make progress in line with their starting points and capabilities.

Children are developing positive relationships with their peers. They regularly socialise at toddler groups where they learn to share and take turns. Children develop self-esteem as the childminder offers praise and encouragement at all times. They develop a positive attitude to learning because the childminder spends time talking to them and shows an interest in everything they do. Children respond positively to the childminder's methods of behaviour management which are age-appropriate and consistent. She has high expectations for behaviour and encourages children to use good manners. This is reflected as they say please, thank you, and excuse me, within their play and daily routines.

Children are cared for in a warm, welcoming, clean, and safe environment; there are good procedures in place to protect them from illness and infection. They are beginning to learn about their own personal hygiene as they wash their hands at appropriate times throughout the day. They access outdoors regularly as they play in the garden, or at the local park, and dig and plant in the community garden. Here they grow tomatoes, peas, carrots, lettuce and radishes which they enjoy eating at snack time. This activity teaches the children about healthy food options.

Children learn to keep themselves safe as they practise evacuation procedures and the childminder sensitively reminds them about playing safely. Children demonstrate their feelings of safety with the childminder as they are obviously happy and secure in her company and give her lots of spontaneous hugs and cuddles throughout the day. The uniqueness of each child is recognised due to the childminder's good understanding of children's individual needs and all children are respected and made to feel welcome and part of the family.

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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