

Inspection report for early years provision

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Inspection date	08/02/2010
Inspector	Rebecca 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.

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 1994. She lives with her one adult daughter in a house in Stourbridge, West Midlands. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two pet cats.

The childminder is registered to care for a maximum of six children, three of whom may be in the early years age range. There are currently three children in the early years age range on roll who attend for a variety of sessions. Older children are also cared for. She is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and pre-schools. She attends local toddler and activity groups and takes children to the local park. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language. She is a member of the National Childminding Association. She receives support from the local authority and is developing partnerships with other settings who deliver the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, caring and comfortable family environment. Children are very settled and play happily together both with the childminder and their peers. Children make good progress in their overall learning and development in relation to their individual starting points and capabilities. The uniqueness of each child is recognised due to the childminder's understanding of children's individual needs and her wholly inclusive practice where all children are valued and made to feel welcome. Positive relationships with parents are fostered in order to identify and meet children's individual needs and ensure continuity of care and learning. The childminder is able to identify further areas for 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 ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are in place to ensure that children are well protected and the childminder is fully aware of her role and responsibility in protecting the children in her care. Premises are safe and secure and the childminder ensures that any potential risks to children are identified and minimised. All documentation which contributes to the children's health, safety and welfare is in place. The childminder understands the importance of evaluating the service that she provides and can clearly identify areas for improvement. However, she is yet to fully implement systems to support her with this in order to facilitate and maintain continuous improvement.

The childminder is passionate about the service that she provides and is committed to providing a high level of care and education to ensure the best possible outcomes for the children. She is well organised and manages daily routines effectively to accommodate the individual needs of the children attending. The environment is utilised to its full potential to provide children with choices about where and with what they wish to play. Her flexible planning develops through the interests and play preferences of children and ensures that they benefit from a good balance of child-led and adult-initiated activities that sustain their interest well. Equality of opportunity and anti-discriminatory practice is actively promoted to enable children to learn and develop respect for themselves and each other.

The childminder works well with parents and other professionals in order to develop a consistent approach in meeting children's needs. Children are cared for in accordance with their parents' wishes and the childminder takes time to accumulate information relating to their individual needs and preferences before they start. This ensures continuity between home and minding environments and helps children to settle well. Parents are happy with the service provided and say that children are happy in the loving caring environment and that they especially enjoy the outdoor activities and trips to the local park.

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

Children are happy and confident in the childminder's care where they benefit from very good support and gentle encouragement to enjoy and achieve. The childminder knows each child well. She provides a range of activities which are challenging but achievable ensuring children remain motivated. Planning is flexible to incorporate children's choices and individual routines. However, although the childminder is currently developing the use of observations they are not always linked to planning to ensure that children progress to the next steps in their learning and development. The childminder is very much aware that children learn through play and the day is planned to ensure that children have fun and enjoy the time they spend with her. She encourages them to choose activities for themselves and then intersperses these with adult-initiated play to further enhance children's learning and development. Lovely warm and caring relationships between the

childminder and the children are evident. Children feel good about themselves because the childminder is always close by to offer positive support, praise and encouragement for all achievements no matter how small. This helps to build children's confidence and self-esteem.

Children's time with the childminder is filled with laughter and smiles as they participate in fun activities such as dressing up as fairies or painting. Children benefit from time spent outside in the garden where they plant bulbs and seeds and they enjoy walks in the countryside or the park where they collect conkers and leaves and feed the ducks. They learn about the weather and the different seasons and they are beginning to understand the difference between day and night. They learn to take care of the environment in which they live as they feed the birds and help the childminder to recycle paper and bottles. Children enjoy looking at books and sit happily with the childminder as she reads favourite stories to them. They are learning to recognise numbers and eagerly count in a variety of situations, for example, when collecting the post and counting the number of letters that the postman has delivered.

Children are cared for in a warm, welcoming, clean and safe environment and there are procedures in place to protect them from illness and infection. Children are beginning to learn about their own personal hygiene. They wash their hands at appropriate times throughout the day. Children enjoy healthy snacks of fruit and learn about the importance of eating healthy foods as they grow vegetables and fruit such as marrows and tomatoes in the garden. Outdoor play activities provide children with fresh air and opportunities to experience equipment such as bikes and swings, which contributes to their health and helps them to develop control of their bodies.

All children are valued and their specific needs recognised and met appropriately as the childminder has a good understanding of inclusive practice. Children are made to feel special as they are encouraged to develop their own individual personalities in a caring environment where their needs are recognised and they are respected as individuals. Children respond positively to the childminder's methods of behaviour management which is appropriate to children's age and stage of development and reinforces positive behaviour. They learn to be kind to each other and to share toys. The childminder makes good use of praise to support positive behaviour and acts as a positive role model for the children. Children learn to keep themselves safe as they learn how to cross the road safely and the childminder teaches them not to pick toadstools when on outings. Children demonstrate their feelings of security and express them as they play confidently and give out lots of spontaneous cuddles throughout their play time.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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