

Inspection report for early years provision

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Inspection date	03/05/2011
Inspector	Dianne Andrews
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 has been registered since 2002. She lives in a modern terraced house in a village between Shrewsbury and Oswestry with her husband and son aged 12 years. Children have access to the lounge, conservatory, kitchen and bathroom. The children can also play in the enclosed rear garden. The family has a dog, three cats and two rabbits.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She presently has seven children on roll, six of whom are in the early years age group. All children attend on a part-time basis. The childminder 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 is well organised in most areas and provides good standards of care and teaching. She develops close working relationships with parents and other providers and recognises each child as an individual. She has a good understanding of children's preferences and interests and is developing systems effectively to encourage their progression. The childminder shows a good capacity to continuously improve and uses systems for self-evaluation to inform the development of her service.

What steps need to be taken to improve provision further?

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

- provide an action plan detailing when an appropriate paediatric first aid course will be completed (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder effectively manages procedures to safeguard children. Her role in protecting children from harm is fully understood and is based on the Local Safeguarding Children Board's guidelines. She ensures parents and carers are also well informed through the written child protection policy, which is shared with

them. Suitability checks had been completed on household members to provide reassurance to parents that they are suitable to have contact with children. There are some good procedures in place so that appropriate action is taken in the event of accidents or children requiring medication or becoming unwell, however, the childminder's required first aid qualification has recently expired. To promote the ongoing well-being of children, the childminder has confirmed with a medical practitioner that her practices are up-to-date and has ensured a place on the next available course.

The premises are well maintained and secure and the childminder is vigilant about children's safety and good health. She ensures that effective actions are taken to manage and eliminate hazards and has documented risk assessments showing how most risks are minimised. Emergency evacuation procedures are well considered to help teach children how to keep themselves safe. Space within the play area and the storage of toys are well organised. The playroom is vibrant and welcoming. Photographs and displays adorn the wall, showing the types of activities children are involved in. Colourful posters and useful information notices are prominently displayed to provide reminders for parents and children about healthy lifestyles. The childminder ensures that resources effectively meet the needs and individual requirements of the children attending and reflect diversity so that they have opportunities to value and respect similarities and differences.

Children thrive in the inclusive environment where effective partnership working between the childminder and parents ensures continuity and consistency of care. Each child's individuality and particular characteristics are identified and acknowledged by the childminder, enabling her to meet their needs effectively. Systems to support the education programme are, on the whole, successful. Planned activities take account of the interests and preferences of individual children, however, the next steps in their progression, identified within interesting observations undertaken, are not used proactively. Parents appreciate access to their children's development records, which they find informative and help to keep them involved in their children's learning. Through recently completed questionnaires, parents confirm their complete satisfaction with the service provided, which is flexible, adaptable and accommodates their needs. They make comments, such as, 'my child always talks with great enthusiasm of her adventures and activities in this care setting' and 'I know that my child is in safe hands and away from possible dangers.'

The childminder recognises the benefits of partnership working with other providers to promote consistency in children's learning. As a result of self-evaluation she is developing effective links with the local group through voluntary work at the setting. She uses her experiences in the group to develop her own practice, adopting and exchanging ideas. The childminder is an experienced child carer; she accesses training opportunities and obtains advice from other practitioners and early years professionals to further help develop her knowledge and to help her remain up-to-date with current legislation and guidance.

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

Children are content, relaxed and secure; they develop very positive relationships with the childminder, who is attentive and shows that she knows them and their families well. She supports their learning using a friendly and knowledgeable approach as she joins in their play and by initiating activities that follow their interests.

The childminder continually talks to the children asking open-ended questions; she extends their learning, encourages them to think and helps them to make connections. They happily use their language skills as they initiate conversations and recall events, such as the recent royal wedding, and activities they have taken part in, such as, planting a variety of seeds and placing in the greenhouse to germinate and grow. They learn new vocabulary rapidly and confidently, and competently make use of their new words to describe what they are doing. They confidently explore the environment, using their senses to appreciate the aroma of herbs and accessing natural materials and discovering their properties. They feel the smooth texture of polished wood-turned eggs and the contrasting texture of open pine cones. As they play they use mathematical language and concepts, develop their counting skills and search for and recognise the smallest and the biggest amongst their collection.

Children have a variety of opportunities learn about the world around them. They benefit from fresh air and exercise as they visit the local parks, taking time on their outings to feed the ducks. Children have admirable opportunities to be involved in their local community as they prepare for the village carnival. They contribute to the decoration of a carnival float with the theme of 'busy bees'. They work together making large-scale paper mache models of beehives and pictures of flora and fauna to adorn the sides of the vehicle. Parents and children support the activity and help to make the event a success; children proudly refer to the resulting photographs displayed.

Children make decisions and contribute to their time in the provision, deciding, for instance, where they will eat their lunch and choosing to do so in the garden. They enjoy the picnic-style lunch provided by their parents and are aware that eating all of their lunch will give them enough energy to play. They practise good personal hygiene to promote their well-being, washing their hands before eating or after handling the family pets.

All children learn to play together in the setting; older children are mindful of their younger peers' needs and gladly assist them within activities. Children have access to community groups and visits from other child carers and their children, enhancing their opportunities to socialise, share and respect others. As a consequence of the range of their experiences, they become active and inquisitive learners and develop skills for the future. They learn to keep themselves safe as they take part in emergency evacuation drills, wear wristbands completed with emergency contact numbers while on outings and discuss stranger awareness.

They are supported well by the childminder so that they know that they can approach her and confide any worries in her.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 20/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 20/05/2011