

Inspection report for early years provision

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Inspection date	12/01/2010
Inspector	Saida Cummings
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 2003 and lives with her family in a residential area situated on the outskirts of Worcester city. There are local shops, parks, playing fields, day care settings and schools within walking distance. The childminder is able to take and collect children from local schools and day care settings. Children are taken on local visits and outings. The family has one pet dog.

All of the ground floor areas are used for childminding. There is a fully enclosed rear garden available for outdoor play. The childminder has procedures to support children with special educational needs and/or disabilities, and those who speak English as an additional language. She is registered to care for six children at any one time and there is currently one child on roll within the Early Years Foundation Stage. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are well-promoted in a stimulating and homely environment. They settle quickly and thrive in the childminder's welcoming home. There is a clear focus on inclusion and the childminder ensures activities are adapted so that individual children are given many opportunities to participate at their own level. The childminder works in partnership with parents and carers to ensure that each individual child's needs and routines are met. Although the childminder has started systems for self-evaluation, these are not yet fully implemented to ensure she is able to make continuous improvements in all areas.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation systems further to ensure priorities for making continuous improvements in all areas are identified and implemented
- develop planning for individual children by using the observations and assessments to help them move on to the next stage in their development and ensure all six areas of learning are consistently covered.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of child protection procedures. She understands her role in child protection, is aware of the Local Safeguarding Children Board guidance and is able to put effective procedures

into practice when necessary. Risks of accidental injury to children are effectively minimised because the childminder constantly completes visual safety checks and takes immediate action to ensure children are kept safe and secure in everything they do. The childminder completes detailed and thorough risk assessments which include all the indoor, outdoor areas and for each type of outing. Well-maintained records are used positively to support children and written policy statements are clear, personalised and provide useful information for parents and carers.

Children's care is enhanced because of the childminder's knowledge and understanding of how young children learn and develop. She is currently working towards the National Vocational Qualification Level 3 in childcare and has experience of working with children of all ages. The childminder is committed to developing her knowledge and experience and has attended several appropriate training courses. She has made good progress since the last inspection and this reflects the childminder's commitment to making continual improvements to her practice through training and improving her knowledge of current early childhood initiatives. Self-assessment is evident in the childminder's practice and she has a clear vision for high quality and inclusive care. However, the self-evaluation systems are not yet fully developed to ensure priorities for making continuous improvements are identified and acted upon.

Children are cared for in a warm, friendly and welcoming environment as the childminder ensures she plans the childminding sessions to meet their individual needs and their preferences. They are relaxed, show they feel at home and confidently select and make decisions about what they would like to do and play with. They have the freedom to experiment, whilst still knowing that the childminder is always close at hand for assistance if required. The effective partnership with parents and carers plays a key part in providing high-quality care and early education for individual children. The childminder is aware of the importance of involving parents and carers in the care of their children and constantly consults with them, ensuring they are kept fully informed of how their children spend their day. The childminder has started making links with other settings in the local area and will be extending this to ensure this is pertaining to individual children's progress. She is effective in ensuring that the organisation of her childminding service promotes positive outcomes for children. The childminder provides a family friendly service, is flexible and ensures all children are fully included. She values children's thoughts, contributions and creations, and this ensures children's confidence and self-esteem is promoted well.

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

Children flourish in the childminder's care as they benefit from playing in a well-organised environment which allows them to be independent and make choices. They are provided with many opportunities to explore and investigate, extend their mark making and creative skills. For example, they love to join in with craft activities using various materials to create colourful pictures and collages. The childminder successfully uses these opportunities to extend children's learning. For example, when children show an interest in starting to draw faces, she plans

specific art activities to further challenge them. They learn to recognise shapes as they attempt to draw circles for the faces and eyes. They also start to develop their cutting skills when they attempt to cut around their drawings. As a result, children are developing their creative and problem solving skills whilst making good links in their learning. Their sense of achievement is encouraged as they are very proud of their finished picture which is displayed for all to see. Children are encouraged to develop their language skills through relaxed conversation with the childminder and their peers, as well as their love of story telling and singing songs. They have many opportunities to extend their imagination, hand-eye coordination and enjoy using a variety of construction toys. For example, they love to use the imaginary play resources, such as the small play figures and animals to make up their own scenarios.

Children benefit from the care of the childminder who implements ideas into their play and asks them a wealth of questions to encourage their thinking and further extend their learning. They are comfortable with the childminder and have built a warm and trusting relationship. Children are progressing well in their learning and development as they benefit from an exciting range of activities which are specifically planned to ensure individual children's preferences and needs are fully catered for. The childminder has developed a system for observing, assessing and planning appropriate activities for each child which provides them with many interesting opportunities to develop their skills. However, the planning documents are not sufficiently developed to ensure all areas of learning are consistently covered and to include information relating to how individual children will be supported to move on to the next stage in their development.

Children's good health and well-being is promoted as they have daily opportunities for physical indoor and outdoor activities. They relish their time playing out in the fresh air and joining in with various local outings. For example, they enjoy going for local walks and visiting the park where they are able to further develop their climbing skills. The childminder has good procedures in place to ensure the spread of infection is minimised and children are not cared for if they have an infectious illness. Innovative strategies are used to promote children's understanding of healthy eating through various activities and projects. For example, children plant and look after vegetables and fruit in the childminder's nearby allotment, which are picked and used as part of the ingredients in some of their snacks. As a result, children are developing an awareness of leading a healthy lifestyle, and their knowledge and understanding of where some of their food comes from through interesting and exciting activities. Children are kept safe as the childminder ensures they are supervised at all times and discussions are held about how they can keep themselves safe. For example, they learn about fire safety when they practise the emergency evacuation procedure. Children's awareness of the world around them and the wider society is encouraged through a range of activities and planned weekly outings. This includes outings within the local community and regular attendance at the various children's group where they have the opportunity to mix with other children and develop their social skills.

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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