

Inspection report for early years provision

Unique reference number	EY265525
Inspection date	30/11/2009
Inspector	Mary Anne Henderson
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 2003. She lives with her husband and two children, aged six and three-years-old, in a house in Staffordshire. The childminder is registered on the Early Years Register to care for four children and is currently caring for five children within the early years age group, all of whom attend for various sessions throughout the week. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

All downstairs areas of the house are used for childminding and there is an enclosed outdoor play area. The family have pet hamster. The childminder is able to take and collect children from local schools. She is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and caring environment for the children and their parents. She liaises well with the parents to ensure the children's welfare is well-maintained. The childminder liaises with other providers of the Early Years Foundation Stage (EYFS), thereby ensuring inclusion for all children on roll. The systems in place to evaluate the provision are good and include input from the children. However, systems to include the parents in the self-evaluation systems and identifying their child's starting points are less effective. The childminder shows a strong commitment to improving her practice on an ongoing basis.

What steps need to be taken to improve provision further?

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

- include parents fully in the identification of their child's starting points across all areas of learning
- ensure parents are fully included in the self-evaluation systems of the setting.

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision is good. Positive relationships between the childminder and the parents ensure the children's needs are identified and met. This promotes inclusion for all children on roll. Children are protected because the childminder has a good understanding of the safeguarding policies and procedures of the setting and how to ensure children are well-protected. Risk assessments include areas, equipment, toys and all outings involving the children. All adults are suitably checked and vetted.

There are good systems in place with regard to self-evaluation of the provision,

which include the identification of strengths and areas for further improvement and input from the children. However, parents are not yet fully included in the systems to evaluate the provision. Improvement following the last inspection ensures children's welfare is well-maintained at all times. The childminder fosters positive relationships with other settings providing for the children in the EYFS, thereby further promoting inclusion. The childminder observes the children and plans for their next steps across all areas of learning. However, parents are not fully included in the identification of their child's starting points across all areas of their learning and development. Parents are kept well-informed about their child's ongoing progression in their learning and development. Parents have free access to the policies and procedures of the setting.

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

The childminder provides a broad range of opportunities for children to explore their environment, identify features and notice the natural world through a range of interesting outings. For example, the children enjoy visits to the local farm where they notice the cows, sheep and pigs, and talk about how they live. They also enjoy local walks in the nearby areas, where they notice the wildlife and collect leaves to take back to the setting, looking at them more closely and using them in craft activities. Children also enjoy visiting the local library and the local shops. Children regularly attend the local toddlers groups where they mix with their friends and other adults, which encourages them to extend their social skills. Children are beginning to recognise the importance of keeping healthy and those things that contribute to this. The childminder and the children discuss healthy eating and the effects of physical activity on their body, noticing how their heart beats faster after running around. Children continue their learning about healthy eating during meal times. Children know to wash their hands before eating and after visiting the toilet and do this independently. Personal hygiene is also discussed and encouraged by the childminder through activities and stories. The children are beginning to explore personal safety. They are all included in the fire evacuation procedures of the setting. Also, the childminder talks to them appropriately about the need to be careful around fireworks. Children learn about the importance of road safety during outings with the childminder. The children show they feel safe in their environment. They approach the childminder with confidence, showing they are comfortable and they are able to ask for assistance and gain attention when they need to. The children are well-behaved and have a sound regard for one another and the childminder. They receive praise throughout the day and receive reward stickers for their achievements. This, and displayed art work, fosters children's sense of belonging and ensures inclusion for all children on roll.

Children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy playing in the garden, using trikes, the trampoline under close supervision of the childminder, and playing in the sand and water trays. They also enjoy using large equipment to extend their climbing and balance skills as they regularly visit the local park. Children use a range of tools to promote their small muscle movement. These includes using paintbrushes when

painting, pencils and crayons for drawing and colouring in, and cutters and rollers to manipulate the play dough. The childminder ensures children's skills in using information technology are extended as they freely access tabletop computers, a range of remote controlled toys and a range of push-button toys and equipment. When using the computer, the children are supported by the childminder to explore a range of programmes to extend their problem solving and number skills. They follow the computer programmes to find the odd one out, add one more and think about colours and shapes on the screen.

The childminder ensures the children find out about the world around them to ensure they begin to understand that people have different needs, views, cultures and beliefs. The children play with a range of resources that positively reflect diversity, such as dolls and small world people that depict various cultures, and a range of story and reference books. Books also depict positive images of disabled people. Children explore festivals throughout the year. This includes exploring Diwali through art work and through listening to stories and exploring Chinese New Year as the children make lanterns using three dimensional resources and have a go at eating using chop sticks.

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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