

Inspection report for early years provision

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Inspection date	09/12/2009
Inspector	Shirley Delaney
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 registered in 2003. She lives with her husband and children aged eight and 10 years in Dordon, near Tamworth. The whole of ground floor of the childminder's house is used for childminding. The first floor is not used except for the bathroom. There is a fully enclosed garden available for outdoor play. The childminder takes children to local schools and pre-school groups. The family have two pet rabbits.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years range. She is currently caring for five children within the early years age group, all of whom attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder receives support from the local authority. She is a member of the National Childminding Association and holds a Level 3 qualification in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals due to the widely effective support they receive from the childminder. The childminder is focussed on meeting children's needs and has developed effective partnerships with parents and others involved in children's care to support their inclusion. She has given consideration to how she can support continual improvement in her practice. However, systems for self-evaluation are not yet fully established to identify all areas for improvement. There are largely clear records, systems, policies and procedures in place to promote children's care and welfare.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with each child and who has parental responsibility (Safeguarding and promoting children's welfare). 08/01/2010

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

- develop further the system for self-evaluation to promote continual improvement in the service provided and purposefully include children and their parents.

The effectiveness of leadership and management of the early years provision

The childminder has sound knowledge of child protection and a clear understanding of her responsibility which safeguards children. Risk assessments are conducted which include the premises and all types of outings children take part in. This ensures children's safety is regularly reviewed. The policies, records and procedures in place to support children's safety, care and welfare are largely robust. Most essential information is known and recorded and the childminder is aware of who holds parental responsibility for most children in her care. However, this is not the case for all children, which does not fully promote children's welfare.

The childminder attends training on a regular basis and has recently completed an early years Level 3 qualification. The commitment she has shown to her professional development and the enhancement of her knowledge and skill base has had a positive influence on the changes she has made to her practice and resulted in improved outcomes for children. The childminder has ensured that she has developed her practice by meeting the recommendations made at her previous inspection. This demonstrates that the childminder has the ability to continually improve the service she offers to children and their families. She has completed a process of self-evaluation which highlights areas for improvement to her practice. However, the systems in place for self-evaluation are not sufficiently well structured to comprehensively identify all areas of strength and weakness. In addition it is not extended to involve other interested parties such as children and parents, which reduces opportunities for improvement.

The childminder has created a welcoming and child-centred environment where children are inspired to make choices and largely direct their own play. She devotes her time and attention to supporting children as they play. Her interaction is purposeful and she successfully extends and enhances children's play experiences to promote their learning and development. Older children benefit from activities organised by the childminder to promote their knowledge of different cultures and religions, and a range of available resources depicting positive images of diversity introduces and develops young children's awareness of differences.

The exchange of information between the childminder and parents of children in her care effectively supports partnership working to meet children's individual needs. She shares information with parents daily about their children's involvement in activities and gives parents access to information recorded identifying children's progress and next steps in their learning. This promotes joint working to meet children's learning and development needs. The childminder has consulted with other professionals within another setting attended by children who also provide a service within the Early Years Foundation Stage. She demonstrates a clear commitment to working in partnership with other services accessed by children who have special educational needs and/or disabilities.

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

There is a clear focus on enabling children to make their own choices and take the lead in their learning. As a consequence children are keen to participate in play and learning experiences and are confident and inquisitive learners. To complement children's choice the childminder plans activities that build on children's interests providing them with a good balance between self-initiated play experiences and planned play opportunities. These take place both within and outside of the home and include all areas of learning. Regular attendance at pre-school groups widens the experiences available to children and increases their social experiences. The childminder makes and records observations of children's ability within all areas of their learning and identifies next steps for children in order to extend their interests.

Children enjoy creative experiences and the childminder uses their keenness for this type of play to extend their learning experiences. For example, during a play dough activity the childminder's interaction built on the children's play to include letter recognition as they used letter shape cutters and talked about the initial words of their name and that of their siblings. A sticking activity, making Christmas tree baubles and stockings was also extended to include counting and recognising shapes and colours. Imaginative play is often chosen by young children as they access the role play equipment. For example, making use of the shopping trolley as they act out the experience of a trip to the shop and operating the timer on the toy oven when cooking the childminder a meal. Older children are also particularly fond of imaginative play and often select this type of play by choice which they use to act out real and imagined experiences. The childminder provides children with an abundance of praise and encouragement for their achievement. This inspires children's sense of pride and promotes their confidence and self-esteem. As a consequence children are keen to be included in play and learning experiences and show good levels of concentration and perseverance.

Children are well behaved in response to the childminder's encouraging approach that asks them to consider consequences of their behaviour and as a result they learn to show consideration for others. The children display a fondness for music, singing and using musical instruments which fosters their creativity. Young children's language and communication skills are very well supported. They show a particular interest in books and regularly access books to share with the childminder. The childminder skilfully utilises these shared experiences to develop children's use of spoken language through the use of open questioning and as a consequence children develop a wide vocabulary and are confident speakers. Children are developing a keen interest in technology as they use and learn to operate electronic resources. As a result of these experiences children make good progress in developing skills for the future.

Daily walks to schools and pre-school groups, regular trips to the park and access to outdoor play in the garden ensure children gain regular exercise and have good opportunities to develop physical skills. Children's interest in the world around them is fostered through activities such as being involved in activities associated

with looking at the changing season, such as collecting conkers and leaves in autumn. The children are familiar with and follow bathroom routines which help them to develop an awareness of good personal habits. Discussions about the likely consequences of not washing your hands before eating help children to develop an understanding of the importance of good personal hygiene. Children are beginning to understand aspects of personal safety and safe practices, through discussion and involvement in activities. For example, when asked by the childminder what she would do if there was a fire in the house the child answered that she would 'go outside'.

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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