

Inspection report for early years provision

Unique reference number	EY281353
Inspection date	03/05/2011
Inspector	Kath Harding
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 2004. She lives with her husband and three children in Oswestry, North Shropshire. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog as a pet.

The childminder is registered to care for five children at any one time. She currently has five children in the Early Years age range on roll. She also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association, a Network childminder and an Accredited childminder.

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. A well-developed knowledge of each child's individual needs enables the childminder to successfully promote children's learning and welfare, with two areas of practice being outstanding. She has a strong partnership with parents and has strong links with other local providers. The childminder has a positive attitude to improvement and has good systems in place to evaluate her practice.

What steps need to be taken to improve provision further?

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

- improve the exchange of information with parents to involve them more in children's initial and ongoing assessments of their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding and knowledge of safeguarding procedures. She has attended training on safeguarding issues and has a safeguarding policy which she shares with parents to ensure everyone is aware of her duty to protect the children in her care. She closely supervises the children in her care and knows of her responsibility to ensure that all people living in the house are suitably checked. Comprehensive written risk assessments are undertaken which include the home, the garden, different outings and activities that the children take part in. This helps to keep children safe and ensure effective actions are taken to manage and eliminate risks.

The welcoming, child-friendly environment plays a key role in supporting and

extending children's learning. It is utilised to its full potential to provide children with choices about what they wish to play with. The childminder makes maximum use of all areas, providing toys and resources at low level to enable children to make independent choices. She also attends a wide range of community resources, such as, toddler sessions, the Sure Start centre and local farms to further enhance children's experiences.

Partnerships with parents are strong. Detailed information is sought from parents regarding their child's routine, care needs and particular preferences and interests, all of which are acted upon by the childminder in a consistent way. Parents are involved in contributing their views and suggestions via questionnaires and informal chats in order to bring about future improvement. The childminder now displays menus so parents can see at a glance what their child has had to eat during the day. Some parental comments include 'We are very happy with the food provided as the childminder introduces a wide variety of different foods and gives ideas of how to encourage the children to eat... We are very happy with feedback from the childminder'. 'We are very grateful for the childminder's flexibility and enabling my child to spend time with her family and other children. I don't know what I would do with out my childminder.'

Children's profiles, detailed observations, photographs and artwork fully support their progress. Individual trackers and learning summaries ensure children's next steps are identified and planned for to ensure their progression. However, parents do not presently have the opportunity to be involved in these.

The childminder is highly committed to and understands the benefits of working in partnership with others. She demonstrates a good commitment to continuous improvement as she reflects on how to improve her service. She obtains advice from other practitioners and development workers to help further improve her practice.

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

Children are very settled, happy and confident in the childminder's home. The childminder places high priority on children learning about safety as they know they have to remain on one side of the safety gate if someone comes to the front door. They discuss road safety and when on outings wear wrist bands with the name and phone of the childminder. They practise fire drills so they know how to get out of the house in an emergency and have visited the fire station to become more aware of fire safety. Children go for walks in the local area, dance and move to the music and play at the park, so they get plenty of exercise and stimulation, which helps promote their health and well-being. They develop a good understanding of the importance of healthy eating as they eat nutritious, well-balanced, freshly prepared snacks and meals. They are actively encouraged to wash their hands before eating and after using tissues and dry their hands on individual towels to reduce the risk of cross-infection.

The childminder interacts very well with children during their play and constantly

chatters to them, listens to them and gives them time to think as she asks open-ended questions. They are able to access an excellent range of resources and take part in exciting and interesting activities which promote their overall development very well. As they play with the construction sets, older children ensure the younger ones have a doll too, showing care and concern for others. They are encouraged to help tidy up and count objects to make it fun. They are encouraged to recognise their name as they look at flashcards and become curious about letters in words. They freely ask for help when trying to reach the books and sit and recall the story, turning the pages carefully. The childminder snuggles children in as she reads different stories and involves the children in the story by asking questions and pointing out the pictures. They frequently talk about colours of different objects and sing familiar nursery rhymes with obvious enjoyment. They plant sunflowers and freesias, watch them grow and tend them, learning about caring for living things. As they look at the recent photographs of the trip to the beach, they talk about who went and what they did there. They use the toy drill they investigate how it works. As they get the play animals out they make animal noises, talk about where the elephant lives and say it blows water from its trunk. They are encouraged to think about the environment as they put objects into the correct recycling containers and re-use boxes and cartons.

Children behave well and the childminder uses lots of praise and encouragement with the children. They learn to value others as they use a range of toys which help them to begin to understand about the wider world. They look at different festivals, such as Chinese New Year, and take part in a celebration Chinese meal and make lanterns. They take part in sponsored events, such as, a sponsored toddle and teddy bears picnic to raise money for others. They visit the beach, country parks and farms to gain an awareness of the world around them.

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	1
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	1
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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