

Inspection report for early years provision

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Inspection date	03/05/2011
Inspector	Karen Millerchip
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 four children aged 18, 14, eight and five years in a house in Shipston-on-Stour. There are shops, schools and parks within easy walking distance. The entrance hall, kitchen, a ground floor toilet room and three upstairs bedrooms and bathroom are used for childminding. There is a fully enclosed garden available for outside play. The family have two dogs and a cat.

This setting is registered by Ofsted on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for four children at any one time and is currently minding eight children in the early years age range and two older children on a part-time basis. The childminder is registered to work with an assistant and during this time the number of children cared for may be increased.

The childminder holds a level 2 childcare qualification and is a member of the National Childminding Association (NCMA). She is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning as they play in a stimulating and inviting environment. Close partnerships with children and parents make certain that individual children's needs are met effectively. All policies and procedures are in place and successfully implemented, but some are not fully up-to-date. Children are safeguarded effectively. Systems to evaluate practice and plan for children's future development are being developed to support continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop links between observations and the planning for individual children's next stage of learning as they progress towards the early learning goals
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and wellbeing, with specific regard to the storage of the gas bottle used with the barbecue
- ensure information provided to parents reflects current practice and contact details.

The effectiveness of leadership and management of the early years provision

The childminder protects children from harm or neglect as she has a very clear understanding of the Local Safeguarding Children Board requirements and signs and symptoms of abuse. Robust checks are completed to ensure adults are suitable to have regular contact with children, consequently promoting their safety. Detailed risk assessments confirm that the childminder carries out safety checks, both around the home and for proposed outings to eliminate risks. However, not all potential risks within the garden have been assessed and could potentially impact on children's wellbeing. Children learn to keep themselves safe through the childminder's guidance, including road safety and safe use of toys and equipment. Children confidently help to 'sweep up' spilt couscous whilst the childminder explains that they might slip if it is left on the floor. The childminder has a sound understanding of how to deal with accidents or injuries appropriately. Parents have given consent for emergency medical treatment and good record-keeping is in place for the administration of medication and accidents that may occur. First aid kits are available in the home and when out and about. Children's welfare and learning are supported well, as the childminder has developed systems to monitor and evaluate her practice to ensure that improvements are made where necessary. For example, parents have completed questionnaires, children's work folders show how they are developing and systems for observation and assessment are evolving.

All required written policies and procedures have been devised and shared with parents, however, some details are not current. The childminder continues to update her professional skills by attending relevant training and workshop sessions. Parents are well-informed through a number of means about the service the childminder provides. For example, they have free access to their children's profiles and receive a 'welcome pack' consisting of comprehensive details about the family and the running of the setting. Opportunities are provided to discuss their child's day verbally and through the sharing of daily diaries and children's work. The childminder values the role of parents, encouraging them to share what they know about their child at admission. To promote continuity of progression, she endeavours to establish links with local pre-schools for children who are moving on or experiencing care offered by two providers.

Inclusive practice is well-promoted and children are valued as unique individuals, with support being offered according to their needs. They are encouraged to understand and respect the values and differences of others, through varied play opportunities and experiences. A wide range of resources are available, depicting positive images of diversity. Children independently access well-organised resources in a clean, bright and colourful environment. The premises are decorated with children's artwork, posters, labels and pictorial aids that enable all children to develop an understanding of all aspects of the daily routine. Consequently, the setting is welcoming to all users.

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

Children are contented and confident in familiar surroundings, as the childminder builds on their interests with a stimulating range of activities. While helping them to feel safe in a secure environment, routines are adapted to meet the needs of individual children and present them with challenges which promote learning. Good maintenance and organisation of high quality equipment and toys enables children to use their initiative and follow their natural curiosity as learners. The childminder deploys her time well to ensure she can focus on supporting children's learning and welfare. Her good questioning skills help children to become active learners, be creative and think critically. The childminder has started to collate information regarding children's individual development and learning opportunities. However, the links to the areas of learning are not strong enough to plan for individual children's next step in learning. This could impact on the pace at which they learn. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. Ongoing opportunities are provided for children to develop their communication skills. They use speech to explore real and imaginary situations and the childminder engages them as partners in conversation. Children are given excellent support to develop their communication skills through ongoing conversation during play.

Regular visits to the local library and community groups and routine activities, such as singing nursery rhymes, reading stories and making marks, enhance children's communication skills. While chatting to the childminder, children enjoy repeating words and create sentences. A variety of themed activities are planned to supplement children's learning and knowledge of the environment, including regular trips to the local community, play areas and parks.

Children have access to a wide range of resources to develop their early creative, numeracy and technology talents, including learning about different colours and shapes and operating simple programmable toys. They use their own ideas and imaginations to create pictures using different collage, pens and paints. They show particular skill and enjoyment as they spread the glue on their rainbow fish pictures. They expand their simple calculation skills and learn about differences in size and pattern during role play, categorising toys according to size and colour and mastering simple jigsaws and magnetic games. They spontaneously use well-known phrases, such as 'hot, hot, hot' during cooking activities in the role play area. A good range of both indoor and outdoor physical activities contributes to a healthy lifestyle. Children go out in the fresh air daily, play regularly at their local park and take part in physical play in the very well-resourced garden. The resources in the back garden provide opportunities to explore and investigate for a varied age group. The environment is decorated with children's artwork and different posters that develop children's sense of belonging and introduce them to people from different groups in society.

Children are well-behaved and well-mannered and have a good awareness of right and wrong, responding positively to guidance from the childminder. Children are gently encouraged to use good manners by the childminder and are considerate to

the needs of one another. Freshly prepared healthy food, including fresh fruit, is offered to children at snack times. Drinks are readily accessible throughout the day and children are confident to express their needs. Children learn the importance of personal hygiene through daily routines, for example washing hands after messy play and before eating. Overall, children have great fun whilst their learning and welfare needs are well met.

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	3
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	3
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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