

Inspection report for early years provision

Unique reference number	EY317562
Inspection date	25/03/2010
Inspector	Sally Ann Smith
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 2006. She lives with her children, aged 12, 11 and nine years, in Lichfield. All areas of the house are used for childminding and there is a fully enclosed garden available for outdoor play. The toilet is on the first floor which may prove difficult for children with mobility issues.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. There are currently five children on roll in this age group. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder supports children for whom English is an additional language.

The childminder takes and collects children from the local pre-school group. She also takes children on regular walks to shops, libraries and parks. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes an ethos where children are welcomed warmly and treated respectfully as individuals. The partnerships with parents are well-developed, enabling an effective exchange of information to take place. Positive steps are taken to learn about the language and culture of the children and their families. The childminder regularly evaluates her practice and this underpins her continuing ability to improve. She acknowledges her strengths and the changes required to address weaker areas.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 16/04/2010

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

- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Children's safety is a priority and they are fully safeguarded as the childminder has a very sound understanding of child protection issues. The safeguarding policy and arrangements are shared with parents, reassuring them that their children are kept safe. The childminder has identified additional training to fully keep up-to-date with good safeguarding practice. Careful consideration has been given in assessing risks within the home and garden to ensure that accidents can be prevented and hazards to children are minimised. Regular discussions develop children's understanding of how to keep themselves safe, for example, they learn about fire safety within the home. However, whilst the childminder has undertaken a general risk assessment for when children go out, this does not take account of each specific outing which is a welfare requirement of the Early Years Foundation Stage.

Resources and activities are well-organised to focus on the needs of each child. The kitchen is used for messier activities, such as art and craft and cooking activities. Children can access materials, such as paper, paint and glue, so that their creative flair can be developed. The lounge provides opportunities for children to spread out on the floor and build constructively, make a den or sit quietly and look at a book. Parents and carers receive good quality information about the childminder's routines and practices to ensure they are fully informed about the care of their child. Their views are also sought in order for the childminder to make ongoing improvements to her practice.

The childminder regularly reviews what she does and has a clear vision for the future of her setting. She recognises that more effective systems can be established to share information between other early years settings. She is committed to further developing her knowledge and skills, reflecting on her practice and enhancing outcomes for children. This demonstrates a keen drive towards continuous improvement.

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

The childminder has a very caring and warm disposition and demonstrates great patience and sensitivity to all children in her care. Children behave very well as the childminder takes time to explain the importance of being kind and considerate to each other and how some actions may impact on others. The childminder continually reinforces positive behaviour management strategies so that children learn what is expected of them.

In order to ensure that activities are stimulating, interesting and fun, the childminder often takes cues from the children themselves through regular discussions and observations. She is then able to adapt activities accordingly so that all children are included. For example, she observes that a child is reluctant to engage in painting but when small cars are incorporated into the activity the child is enthused as the tyre tracks are dipped into paint and then transferred to paper.

The childminder links very well with children's parents so that their family life and cultures are incorporated into regular activities. Artefacts, songs, food, dance and language play a significant part in children's play. These are particularly focused on Thai and African experiences to reflect the cultural diversity of children attending. This provides exciting and positive learning experiences for all children and extends their awareness of the wider world. The childminder engages with parents to obtain key words and phrases in their first language to use with children so that they feel settled, valued and respected. This results in each child's unique character being nurtured, therefore developing their self-esteem and a strong identity of self. The childminder is aware of offering a service for children with special education needs or disabilities. She is eager to consolidate her understanding of this aspect of childcare through ongoing training.

The childminder is knowledgeable regarding child development and how children develop at different rates. She knows each child well, ensuring that they are able to join in and have fun in a wide range of challenging activities. Observations are used effectively to assess individual children's learning and plan for their next steps. Learning journals record children's progress through written documentation, as well as photographs and evidence of children's work. Each of the six areas of learning are equally represented so that children make good progress in all areas of learning through planned and spontaneous events. Children regularly go for outings in the community, for example taking a bus ride. They select the coins for the fare, placing them in the slot before taking their seats. They talk about what they see on their journey before ringing the bell to stop at their chosen destination. On their return to the childminder's home, they make their own bus using the chairs.

Children eat heartily, having nutritious and healthy meals. They are encouraged to try different foods to develop their taste buds. Sitting together at the table further promotes this as children often copy their peers. However, they are quite confident to express their opinions when they are presented with something they dislike. For example, 'I like kiwi and strawberries but I don't like banana'. Children remind each other about table manners, saying such things as 'you musn't talk with your mouthful'. However, much amusement ensues when the retort comes back 'I wasn't talking, I was singing'. Good hygiene practices are followed and clearly understood by the children as they wash their hands at appropriate times and help themselves to tissues when required. Exercise plays a prominent part in the children's routine as they partake in a range of physical activities, such as hopscotch where they count the numbers in Thai. They learn about the importance of exercise for their bodies and leading a healthy lifestyle.

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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