

Inspection report for early years provision

Unique reference number	EY339905
Inspection date	10/01/2011
Inspector	Liz Owen
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 works from the home of her co-minder in Craven Arms, Shropshire. The whole of the ground floor is used for childminding. Children have access to a secure garden for outside play. There are two dogs as pets.

When working alone the childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with a co-minder she is registered to care for a maximum of eight children under eight, of whom no more than six may be in the early years age range. There are currently 14 children in this age group on roll, some in part-time places. She also offers care to children aged over five years. She is registered on the Early Years Register and on both voluntary and compulsory parts of the Childcare Register. The childminder supports children who speak English as an additional language.

The childminder takes and collects children from the local school and nursery. She is a member the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes an inclusive, healthy and generally safe environment responding to the individual care needs of the children well. She ensures documents required for the safety and welfare of the children are maintained, although, assessment records are not used effectively to ensure children achieve as much as they can in relation to their starting points. A balance of free play and adult-directed activities both indoors and outside enable children to make satisfactory progress towards the early learning goals. Most arrangements to promote children's welfare and safety are implemented effectively within a homely and secure environment. Partnerships with parents and others are strong and this helps to provide a consistent approach where children's individual needs and routines are met. The childminder has evaluated her practice and identified areas for improvement; these include improving systems to support children's learning and development.

What steps need to be taken to improve provision further?

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

- develop ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- ensure any care provided for older children does not adversely affect the care

of children receiving early years provision.

The effectiveness of leadership and management of the early years provision

The childminder has effective procedures in place to safeguard children. She understands her role in protecting children from harm, following recording and reporting procedures in line with Local Safeguarding Children Board guidelines. She has attended safeguarding training. Suitability checks have been completed on household members providing reassurance to parents that they are suitable to have contact with children and therefore promotes their safety. Regular risk assessments are completed and daily visual checks are carried out before children arrive, ensuring the premises are safe and suitable. Children's safety is managed through direct supervision and the use of safety equipment where appropriate. The childminder holds a current first aid certificate and follows good hygiene procedures which minimise the risk of cross-contamination. The childminder provides parents with information on the childminding arrangements through written policies and procedures and regular dialogue with parents enables information to be shared on a daily basis.

Children have adequate space indoors to play, rest and sleep. Although at busy periods when school-aged children are also present, space for free movement and to set up activities is limited. Children have access to outdoor play and are taken on trips and outings where they can get fresh air, exercise and engage in a range of activities. Toys and equipment are maintained in good condition and regularly rotated to maintain children's interest. The range of toys and activities which reflect diversity such as books, puzzles and small world toys have been improved. They are used to enable children to develop their understanding of the wider world.

The childminder exchanges information with parents and carers, providing them with written information in the form of policies and procedures and talking to them when they drop off and collect the children. Most information is currently based on children's routines and individual needs. The childminder is developing systems to more effectively share information on children's achievements and progress. The childminder liaises well with other providers delivering the Early Years Foundation Stage, sharing information to ensure children's individual needs are met. The childminder has carried out a self-evaluation of the provision which identifies areas for further improvement. Recommendations made at the last inspection have been fully addressed and the childminder has accessed a range of training including National Vocational Qualification at Level 3 in Early Years.

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

Children settle well and develop a positive relationship with the childminder who demonstrates an empathy with the children in her care. She uses her good

knowledge of each individual child, providing them with activities that are of interest and help them develop skills for the future. Children express an interest in what they would like to play with using a varied range of good quality resources. They demonstrate that they feel safe and secure as they settle with favourite activities, playing well on their own or with other children as they begin to form friendships. Children's behaviour is well supported by the childminder who uses positive strategies to reward good behaviour and explains the consequences of negative behaviour so that children learn right from wrong.

Activities such as playing with dough or using corn silk provide good opportunities for children to explore different media and textures. They use tools and equipment to make shapes and models with the dough. Ongoing conversation between the childminder and child helps promote their understanding of different concepts and provides opportunities for children to use conversation to express themselves and ask questions. They demonstrate their growing literacy skills through talking with the childminder and other children. Books are readily available so that children can choose to look at books for their own enjoyment or enjoy stories read by the childminder. Young children demonstrate a developing understanding of Information and Communication Technology (ICT) using interactive toys. They practise their problem-solving skills using construction activities and puzzles. Regular outings within the local community help children learn about the environment around them. For example, they visit the local environmental centre to learn about wildlife, animals and plants. Physical play activities take place in the garden or using equipment at local play areas and parks enabling children to develop their physical skills and get fresh air and exercise.

The childminder carries out regular observations relating to children's achievements. She uses some information from her observations when providing activities for children. For example, identifying activities that children do not feel confident with and introducing them in a sensitive manner so that children feel confident in trying new experiences. However this information is not used consistently to plan activities unique to each child's development through the play based activities provided or to monitor that the curriculum is balanced. Consequently, insufficient challenge is provided for some children.

Children learn to manage their own self-care skills such as hand washing and toileting when developmentally ready through well-established daily routines. Parents provide all snacks and meals. Children's awareness of healthy eating is raised through activities such as growing vegetables and cookery activities. Children learn about possible dangers and how to keep themselves safe because the childminder uses opportunities such as trips out to talk to children about road safety and the good supervision of children means that the childminder is on hand to remind children how to play safely and behave appropriately.

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	3
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

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	3
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	3

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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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