

Inspection report for early years provision

Unique reference number	EY343916
Inspection date	21/03/2012
Inspector	Karen Cooper
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2006. She lives with her partner and two children aged two and six years in Cannock, Staffordshire. The whole of the ground floor and first floor bathroom is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children, one of whom attends on a full-time basis. Three of the children attending are within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from the local school. She is a member of the National Childminding Association and a member of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a stimulating, welcoming and homely environment where toys and resources are extremely well-organised to encourage them to make good progress in their learning and development. Practice is inclusive where all children are valued and treated with equal concern. Excellent partnerships have been formed with parents and strong links have been established with other early years practitioners to ensure children's individual needs are met. Policies and procedures are mostly effective and documentation is organised well to ensure confidentiality is maintained. The childminder is able to identify the strengths and weaknesses of her setting and demonstrates a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- review the record of risk assessment to ensure it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of the various signs and symptoms of abuse and of the procedure to follow should she have a concern about a child. She has attended training to further her knowledge and a clear safeguarding policy ensures that parents are fully informed of her role and responsibility in protecting children in her care. Children flourish in the childminder's care and the homely and welcoming

environment that she provides helps children to settle and feel at ease. Children's freedom of choice is well-supported because resources are plentiful and are extremely well organised. The childminder carries out daily checks and regular risk assessments to reduce most potential hazards both inside and outside her home. However, hazards with regards to toiletries within the bathroom are not identified on the record to ensure children's safety is fully protected. The childminder is very methodical in the organisation of documentation which is organised extremely well and stored appropriately to ensure confidentiality is maintained.

Children's individual care, welfare, learning and development needs are effectively met by a committed and caring childminder. She is passionate about providing the best possible care for the children and their families and regularly attends training to ensure her knowledge is updated. For example, she holds a National Vocational Qualification at level 3 in Childcare and Education, is an accredited childminder and has attended courses in first aid, behaviour management, safeguarding and Early Years Foundation Stage. The childminder regularly reflects on the service that she provides and has completed the Ofsted self-evaluation form to help identify her strengths and areas for improvement. As a consequence, the recommendation made at the last inspection is fully met.

The childminder has a good range of written policies and procedures in place which she ensures are shared with parents. She works extremely well in partnership, sharing information in writing and verbally on a daily basis with parents to maintain a very effective two-way flow of information. For example, communication books, notice board, information pack and children's learning journeys are shared so that parents are fully informed of the service and care provided and the progress their children make in their learning and development. The childminder places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. She seeks parental opinions and input on a regular basis to enable her to monitor and develop the service provided. Parents speak highly of the childminder and one comment in particular echoes the overall sentiments received; 'she is kind, considerate, polite and accommodating'. The childminder has a clear system in place to gather information from parents regarding children's individual needs from the onset and effective settling in arrangements ensure children are happy to be left with a trusted adult. The childminder endeavours to provide an inclusive service for all children and their families. She is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She has formed strong links with the local school, playgroups and other childminders to ensure children's needs are effectively met.

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

Children are cared for in a stimulating environment where they are encouraged to make good progress in their learning and development. The childminder's knowledge of each child's preferences ensures that their individual needs are well-met. She promptly acknowledges children's good behaviour, efforts and

achievement and is very attentive towards their needs. The childminder ensures that children learn to show consideration for others, to share and to be kind to each other. She encourages children to always feel good about themselves by praising them for their behaviour and efforts. The childminder clearly demonstrates that she knows the children well and takes positive steps to find out what interests each child, how much they know and can do. She plans a variety of activities which develop through the individual interests and play preferences of the children. This ensures that children benefit from a good balance of child-initiated and adult-led activities. She regularly observes the children as they play and records what they can do. Photographs and samples of children's work are attractively presented in individual folders and include detailed assessments with next steps for learning clearly identified.

Children have formed positive relationships with the childminder and are relaxed and settled. This enables them to make good progress in their personal, social and emotional development. They are keen to join in the activities. For example, great fun is had exploring the different textures of various cereals as they attempt to put them inside plastic bottles to make sensory bottles for use outdoors. They show great pleasure in assisting the childminder to tidy up after the activity and enjoy the responsibility given to help. The childminder ensures children make good progress in their physical development and provides them with plenty of opportunities for physical play. Children can gain easy access to the garden from the playroom where they enjoy using the large climbing frame and slide with confidence. They competently use a variety of sit and ride toys and skilfully use small and large paint brushes and rollers in imaginative play to paint the fence and windows. Children develop their simple problem solving skills as they count everyday objects, use shape sorters and build with construction toys. Plenty of opportunities are provided for children to develop their creative skills through a range of dressing up props and craft activities, such as painting, printing, cooking and collage. Children have access to a variety of books, paper, sketch boards, chalks and crayons to help develop their early literacy and mark making skills. They enthusiastically choose their favourite book for the childminder to read and are familiar with the routine to select a cushion to sit on the floor comfortably to listen to the story. Children are beginning to understand how to care for living creatures. For example, the childminder explains to them how to carefully handle the ladybird that they find in the garden so that they do not hurt it. They use a variety of programmable and electronic toys to help increase their understanding of how things work. All of which helps to develop skills for the future. Children are encouraged to respect each other and have access to a variety of resources which reflect diversity and acknowledge cultural differences including books, dolls and figures. Children also benefit from a variety of activities outside the childminder's home. They frequently go for walks around the local community and attend the local soft play centres, park and other childminder's homes where they are provided with plenty of opportunities to socialise with their peers.

Children learn about keeping themselves safe through the discussions and activities provided. They are becoming aware of the procedure for evacuation in an emergency which the childminder regularly practises with them. Through effective daily routines children become aware of good hygiene practices. They know when to wash their hands and the use of individual flannels and paper towels ensure the

risk of cross-contamination is reduced. Children are appropriately cared for if they have an accident and there are effective procedures in place to protect them from illness and infection. Children are provided with a variety of healthy meals and snacks and drinks are readily available to ensure children remain hydrated. Children's individual dietary needs are established on admission and are fully supported by the childminder. Mealtimes are relaxed social occasions when children sit together to enjoy their food and each other's company.

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	1

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	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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