

Inspection report for early years provision

Unique reference number	EY344535
Inspection date	12/01/2011
Inspector	Mary Henderson
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 young son in a house in Telford. Both the upstairs and downstairs areas of the house are used for childminding. There is a secure outdoor play for the children. The family have a hamster and a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time. There are currently three children on roll within the early years age range. The childminder collects children from the local school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes positive relationships with the children and parents which fosters inclusion. She liaises well with other providers of the Early Years Foundation Stage which further promotes inclusion for all children on roll. There are a broad range of resources available to children for both indoor and outdoor play. The childminder makes good use of resources, equipment and outings to provide opportunities to extend children's learning and development. Most systems to evaluate the provision and to ensure the identification of the children's starting points across all areas of learning are in place.

What steps need to be taken to improve provision further?

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

- ensure parents are fully included in the identification of their child's starting points across all areas of learning
- ensure parents are fully included in the self-evaluation procedures of the setting.

The effectiveness of leadership and management of the early years provision

There are positive relationships between the childminder, the parents and their children. Relationships between the childminder and other providers of the Early Years Foundation Stage are fostered, which promotes inclusion for all children on roll. The risk assessments in place include the indoor and outdoor areas and all outings involving the children. Children are safeguarded well as the childminder has a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted. The childminder makes good use of the resources

and equipment to provide opportunities for children's learning across all areas of their development.

The self-evaluation systems in place are good and include input from the children and the identification of strengths and areas for further improvement. However, the systems do not yet fully include all parents.

Engagement with parents is good. This includes verbal and written two-way exchange of information to ensure each child's individual needs are identified and met. The parents have access to their child's learning and development profiles at all times. This provides them with information about their child's ongoing progression with regard to their learning and development. However, parents are not yet fully included in the identification of their child's starting points in relation to all areas of learning and development. Parents have free access to all policies and procedures.

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

The children are beginning to find out about their environment, identifying features and noticing the natural world. They like to visit the Monkey Forest where they look at and talk about the animals and play in the park there, using the large equipment to climb and balance on. They also like to visit the local play barn where they further extend their physical skills as they climb, balance and jump around on the soft balls and cushions. The children like to visit the Telford Town Park with their peers and the childminder. Here they use the large play equipment, run around on the grass and walk around Wonderland, talking about the characters they see. The children enjoy trips to the safari park where they enjoy a day looking at and talking about the wild animals, such as, giraffes, reptiles and the farm animals in the children's play area. The children are beginning to learn about how to keep themselves safe as they talk about how to cross the road on outings and through stories and topics. They also learn about personal safety through practicing the fire evacuation procedures with the childminder. Children show they feel safe and secure in their environment as they interact positively with each other and the childminder, seeking comfort and assistance when they require it. They learn about healthy eating as they chat about healthy food during meal times. Generally, parents provide for their children's meal times. Children enjoy outdoor physical play in the garden as they ride around on their trikes.

Children's skills for the future are fostered as they explore technology using the small table top computers and the laptop. There are a broad range of resources of accessible push-button battery-operated toys to encourage very young children's interest. They also like to use the play cameras, taking pictures and printing them out to take home. Children's problem-solving skills well fostered as they explore books, puzzles and construction to learn about counting and numerals. They like to be creative during planned and child-initiated play activities as they use paints and pencils to mark make and create their own pictures which are displayed for them on the doors. This promotes a good sense of belonging and fosters their sense of

self-esteem well. Children are independent and like to make choices about what they want to do from a broad range of resources that are accessible to them throughout the day.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity including dolls and small world people that also depict positive images of disabled people. This fosters their understanding of the wider world.

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	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	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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