

Inspection report for early years provision

Unique reference number	EY355340
Inspection date	30/09/2011
Inspector	Jo Wagg

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 2007. She lives with her husband, son and daughter in Tenbury Wells, Worcestershire. Their home is a terraced house and all of the ground floor rooms are used for childminding. There is a fully enclosed back garden which is available for outside play. The childminder walks children to and from the local school. She accesses local toddler groups and takes children to the park and on walks. The family do not have any pets. She holds a relevant level 2 qualification.

The childminder is registered to care for a maximum of six children under the age of eight years at any one time, no more than three of which may be in the early years age range. There are currently 10 children on roll. She seeks advice and guidance from the local authority and is a member of the National Childminding Association. The childminder is registered on both the compulsory and voluntary parts of the Childcare Register and makes provision for older children before and after school and in the holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder routinely meets the needs of the children and has an understanding of their individual starting points for learning. A planned, accessible environment facilitated by the childminder's interaction means that children are making progress in their learning and development. The children are safe and their welfare is promoted through the implementation of written procedures. The childminder uses the local area and its natural resources to enhance learning, however, a weakness in partnerships with other providers affects children's potential. Improvements have been made on previous recommendations and the childminder has identified areas of weakness and strengths independently.

What steps need to be taken to improve provision further?

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

- ensure where there is a safeguarding policy in place it includes the procedure to be followed in the event of an allegation being made against the childminder (Safeguarding and promoting children's welfare).

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

- use observations and assessments to identify learning priorities and plan

- relevant and motivating learning experiences for each child, match their observations to the expectations of the early learning goals
- develop ways to ensure continuity and progression for children who attend more than one setting, sharing relevant information with each other and with parents
- develop further knowledge and understanding of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her responsibilities with regard to safeguarding and contact details for all local safeguarding children's board are available. Appropriate policies and training are in place and she understands the importance of renewing and reviewing these, as a result children are safe. However, the childminder is at risk herself by having no procedures in place in the event of an allegation being made against herself. Parents are made aware of who to contact should they wish to make a complaint.

Well-informed risk assessments are completed consequently, reasonable steps are taken to protect children both indoors and outside and whilst accessing activities and equipment. The childminder regularly performs and records emergency evacuations and children feel safe as a result. The childminder demonstrates an awareness of equality and diversity and it is reflected throughout her policies and procedures. All children's needs are met in a fully inclusive environment. The childminder values her continuing professional development in turn she is motivated, inspired and alters her practice to enhance children's outcomes as a consequence. She seeks advice and guidance from the local authority and uses this to inform practice, meaning children are well supported. The childminder has relevant targets for the future and has identified these through basic self-evaluation. These will have a direct impact on the children's learning and development.

Relationships with parents and other services are established. However, partnership working is a weakness, as a result, some information regarding children's learning and development to secure progression is not shared. Resources are deployed effectively, the childminder makes good use of the local areas and brings the natural environment into activities for the children. She values herself as a vital tool in supporting children's learning and development and deploys a wide variety of toys throughout the setting.

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

Adequate information is gathered about children's starting points and next steps are established, therefore, children are making steady progress in their learning and development. Matching children's progress to the early learning goals is weak

and consequently, the expectations of children are not always realistic enough to challenge children. A well-organised environment offers a wide range of flexible resources covering all areas of learning which facilitates children's play and exploration. Children are interested and engaged in activities, such as shape sorters and programmable toys, which supports problem solving, reasoning and numeracy. The resources, including herself, are effectively deployed at child's level as a result children can easily access them to sustain their interest. The childminder has a good relationship with the children and in turn they are confident, self assured and independent learners.

The childminder has clear expectations in terms of children's behaviour, praise and encouragement is used, which children respond well to. Where behaviour is persistent or offensive the childminder involves parents and children's thinking is challenged. As a result, children's behaviour is good, they accept and cooperate with each other well. Children develop a good understanding of dangers because they are encouraged to understand through regular discussions within the daily routine. The childminder actively listens to the children and the children are able to verbalise their needs and feelings.

The childminder maintains sufficient hygiene practices by encouraging children to wash their hands prior to meal times and cover their mouths when coughing. Food hygiene training has been sought and the childminder is vigilant regarding the safe storage of food and cleanliness. Healthy snacks of fruit and sometimes toast are offered. The childminder understands the value of physical activity on children's health and well-being and often encourages walking. As a result, children are happy and enjoy a balance of relaxation and active play. Babies are supported to develop physically with suitable space and access to furniture to pull themselves up on. There are acceptable procedures in place in the event of a child becoming ill, and childminder has a basic understanding of how illness impacts on other children in the setting.

The childminder provides an acceptable balance of adult-led and child-initiated activities, consequently, children are participating, making choices and have control over their own learning. Recently developed planning incorporates basic activities that include the celebration of festivals and food, broadening children's understanding of differences. The outcome is that children have a high self-esteem and are accepting of one another, forming positive relationships. Planning provides a range of experiences that includes a weekly visit to toddler group. Children have access to objects, resources and equipment to make new discoveries and challenge themselves. Sharing is discussed and encouraged throughout the daily routine and the childminder ensures there are enough resources accessible to children. Consequently, children are inquisitive and finding things out for themselves. Throughout their play the childminder offers suggestions, clarifying ideas and consolidating their learning.

Reasonable relationships with parents mean that they are welcomed and valued in the setting. Opportunities to build relationships with other adults and children are gained through the use of the community and family and are seen as a resource for learning. For example children openly discuss and gain knowledge about disability regularly. The toddler group enables the childminder to network with

other childminders and her provision for the children is influenced as a consequence.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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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