

Inspection report for early years provision

Unique reference number	EY355553
Inspection date	08/07/2011
Inspector	Mary Henderson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2007. She lives with her husband and two adult children in a house in Staffordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have two pet cats.

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 six children at any one time. There are currently three children on roll within the early years age range. To meet the children's needs, the childminder works with one or more of the three registered assistants at the setting. The childminder collects children from the local school.

Currently, the childminder is undertaking a foundation degree in Early Childhood Studies. She is a member of the National Childminding Association and she receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Relationships between the childminder, parents and other providers of the Early Years Foundation Stage promote inclusion for all children on roll. Good use is made of resources, indoor and outdoor play and outings to extend children's development across all areas of their learning. Most systems to evaluate the provision and to plan for children's progression are in place.

What steps need to be taken to improve provision further?

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

- review assessment systems so that parents have regular opportunities to add to records
- 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 and the parents and their children. Relationships between the childminder and other providers of the Early Years Foundation Stage are fostered well which promotes inclusion for all children. The risk assessments are detailed and include the indoor and outdoor resources and equipment and all outings involving the children. Children are safeguarded well because the childminder has a comprehensive understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The childminder makes good use of indoor and outdoor space, equipment and resources, to provide opportunities for children's development across all areas of their learning. She also makes good use of the local neighbourhood to extend their interests in the world around them. The self-evaluation systems in place includes input from the children and the assistants and the identification of strengths and areas for further improvement. However, the systems do not yet fully include all parents. Embedding ambition is a high priority within the provision.

Engagement with parents is effective. This includes verbal and written two-way exchange of information to ensure each child's individual needs are identified and fully met. The childminder provides parents with a detailed profile showing their child's progression over time. However, all parents are not yet fully encouraged to add their own comments to their child's profiles. Parents have their own copies of all policies and procedures.

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

Children observe, find out about and identify features in the place they live and the natural world. Regular outings to places of interest enhance all aspects of their learning and progression. Children like to feed the ducks, identify various insects and talk about the long boats on the canal while under close supervision of the childminder. They also enjoy visiting a local farm where they find out about various farm animals, hold baby chicks and talk about the piglets with their peers. Children's interest in animals is further fostered as they visit the alpacas at a alpaca farm. The children enjoy walks around their local areas where they collect leaves and twigs, look for ladybirds and notice the effects of the changing seasons. Children also notice letters, shapes and numbers on signs and posters in their environment.

The children recognise the importance of keeping healthy and those things which contribute to this. They are provided with a well balanced diet which includes lots of vegetables and fruit and they help themselves to drinks of water throughout the day. Children are enthusiastic and know to wash the germs off their hands before eating and after visiting the toilet, doing so independently. The children have an excellent awareness of why they need to be physically active because they talk about the benefits of activity on their bodies. This is extended as they plant, grow and harvest their own vegetables eating them raw and cooked in their meals. Opportunities for children's physical play is extensive as they can move freely between the indoor and outdoor areas as they wish, thereby, accessing their trikes and running around in the fresh air daily. The children have excellent opportunities to use large and small equipment, such as, slides and climbing frames because they enjoy regular outings to the parks and to soft play barns where they can jump, run and be freely active with their peers. Other opportunities include 'soccer tots' at the local school where they join in with the 'boogie babies' sessions.

The children find out about and use information and communication technology

and programmable toys to support their learning. They enjoy playing with various battery operated toys as they push buttons to make the lights flash, listen to the voice instructions and the musical noises on the merry-go-round. They also operate table top computers finding out about number, shape and colour and how to use the mouse and key board to problem solve. The children explore various programmes on the computer and under supervision seek information about various topics they are interested in. Children's problem solving is fostered as they count the skittles as they line them up and as they build with construction toys and put tracks together for their trains.

Children use a range of tools and equipment as they enjoy their creative activities. They paint with brushes or their fingers, cut and roll the dough and make marks with pencils and crayons. The children's sense of belonging is fostered well as their art work is displayed for them in the play areas. They behave well and have a high regard for their peers and the adults caring for them. The children show high levels of feeling safe and secure in their environment as they seek comfort and praise from the childminder and as they independently make choices about what they want to do. They are introduced to visitors to the setting which further supports their sense of feeling safe in their environment. The children are learning about keeping safe on outings as they learn to cross the road on outings and become involved in the fire evacuation procedures of the setting. They laugh and giggle with their peers and the childminder, showing a good sense of belonging to the setting.

Children have a developing respect for their own cultures and beliefs and those of other people. They play with a good range of toys and resources that depict positive images of diversity including dressing up, playing with various dolls and small world people and reading story and reference books. Resources also reflect positive images of disabled people. Children explore a range of festivals around the calendar year through food tasting, stories and arts and crafts.

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
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----