

Inspection report for early years provision

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Inspection date	07/03/2012
Inspector	Tina Smith
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 2008. She lives with her husband, and her children aged two and five years old in a house situated close to Worcester city centre. There are local shops, parks, playing fields, pre-schools and schools within easy walking distance. The whole of the ground floor and upstairs sleeping and bathroom facilities are used for childminding. There is a fully enclosed garden available for outside play. The family have one pet cat.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She serves the local area and is registered for nine children under eight years, of whom no more than four may be in the early years age range. There are currently 10 children on roll. Children are taken to and collected from a local primary school. The childminder attends local carer and toddler groups on a regular basis. She is an accredited childminder and a member of the National Childminding Association. She is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm homely environment. The childminder provides purposeful and developmentally appropriate opportunities for the children to learn and develop in the Early Years Foundation Stage. The childminder has excellent relationships with parents and has a good knowledge of children's individual needs and interests. Most documentation is maintained well and all relevant policies and procedures are reflective of practice and suitably implemented. The childminder reviews her service to identify how to maintain and support ongoing improvements. She is proactive in extending her knowledge and skills which demonstrates her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to learn about the wider world
- increase knowledge and understanding of the Early Years Foundation Stage so that it is used in everyday routines to promote children's learning in all areas and plan children's next steps.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her safeguarding responsibilities and

is clear about how to refer any concerns she may have about children's welfare to appropriate agencies. The childminder supervises the children well and has a good understanding about how to keep them safe in her home; both indoors, outdoors and on outings. For example whilst the children play with pushchairs and dolls the childminder explains to the children how important it is to strap the doll in. The childminder maintains clear risk assessment records to show how potential hazards are minimised.

The childminder has excellent relationships with parents. They are kept well informed about their children's development and care. Written policies and procedures underpin the childminder's good practice and working relationships between her and the parents ensure children's individual needs are identified and well met. Parents are encouraged to share information about their children's development and interests and are kept fully informed about their child's day. This is done through regular verbal feedback, parents evenings, newsletters as well as a daily diary system. Parents feel involved in their child's learning are happy that their children are well supported and are making progress.

The childminder reflects on her practice and makes changes as required to benefit the outcomes for children. For example, she was aware that children did not have an area where they could be quiet and retreat to. After careful consideration a corner of the room was zoned for quiet solitary play. The childminder demonstrates a commitment to improving her practice and undertakes regular training to keep herself updated. She talks to children about different cultures, beliefs and differences in the wider world and this is supported in their play through the range of positive image resources she has in place. She ensures they become aware of the diversity within their own community and the wider world.

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

Children's welfare and development are successfully promoted and the childminder has a clear understanding of where children need support. She undertakes regular observations of the children during the day and records this in their learning profiles. This along with information gathered from the parent at induction ensures that the child's starting point is known. Appropriate play and activities are then planned and progression is monitored. However, the childminder does not always evaluate planned activities or use this information to inform future planning or identify next steps.

Children make a positive contribution throughout the day; they are confident in their surroundings and happily initiate their own play, accessing a wide range of developmentally appropriate resources. The childminder has warm relationships with the children and is spontaneously affectionate in response to their requests for cuddles. This ensures that all children are confident and feel very secure in her care. Children's language development is well supported through positive interaction for example, as the children paint on the aqua mat they talk of a recent trip to a theme park. They are encouraged to join in conversations during play and attempt to repeat new words such as 'binoculars'. Children are able to draw and to

make marks as they freely access pens, crayons and paint. They are encouraged to develop their numeracy skills as they count the blueberries and strawberries they are having for snack. Children enjoy observing the weather, watching the rain drops run down the window and 'listening' very carefully to see when it stops. The childminder asks if they can see a rainbow. Children use their imagination as they role play with dolls and dressing up costumes.

Children's experiences of caring for the environment are promoted by growing fruit to eat. Their physical skills develop effectively through regular opportunities for fresh air and exercise as they use outdoor play equipment in the childminder's garden. They are encouraged to use bigger equipment in the local park. Children's awareness of people's differences is promoted as they freely access resources that reflect cultural diversity and disability. The childminder takes the children on outings in the community which benefit their knowledge of the wider world. They go to the local library, playgroups and other venues. These all offer different resources and challenges to advance their learning and development.

Children behave well and the childminder is a good role model for them. She gives them lots of one to one attention to make them feel valued. She offers praise to encourage positive behaviour. All children learn how to keep themselves safe as they practise how to cross the road safely when on outings, and practise the fire evacuation routine with the childminder who is available to reassure them. They are also encouraged to pick up toys from the floor to avoid trips and falls. Children routinely follow good hygiene practices, such as washing hands after using the toilet and before eating. They enjoy the benefits of nutritious and well balanced foods and drinks which the childminder provides.

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	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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