

Inspection report for early years provision

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Inspection date	02/09/2009
Inspector	Anne Felicity Taylor
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 2009. She lives with her husband and baby aged one year in Upton-upon-Severn, Worcestershire. The whole of the ground floor is used for childminding, with toilet facilities upstairs. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two dogs, with a run and kennels outside.

The childminder is registered on the Early Years Register and the compulsory Childcare Register to care for five children under eight years, two of whom can be in the early years age range at any one time. The childminder also offers care to children aged over eight years. This provision is registered by Ofsted on the voluntary Childcare register.

The childminder is a member of the National Childminding Association. She is completing an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of the children are met well because the childminder offers settling in sessions, enabling her to obtain necessary information from parents, whilst developing strong relationships. She recognises and respects children's individuality and therefore the children make good progress in their learning and development. The childminder meets most of the welfare requirements of the Early Years Foundation Stage (EYFS). During the brief time she has been minding the childminder has developed clear information for parents, including many policies and procedures. This ensures parents feel involved in all aspects of their child's learning and welfare. She has completed all the required training since registration, plus additional courses, and is starting an early years qualification, demonstrating her capacity to improve and enhance the service she offers.

What steps need to be taken to improve provision further?

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

- ensure behaviour management strategies are appropriate for each child's stage of development
- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis

The effectiveness of leadership and management of the early years provision

The childminder has completed additional training in child protection and she has a good understanding of her responsibilities to protect children, and therefore, they are effectively safeguarded. She is familiar with the possible signs and symptoms of abuse and her clear procedures ensure that she would take the required action. Visitors are monitored and the childminder has all the required information from parents regarding who collects children. This information, alongside the priority she places on supervision, means that the children are protected from unsuitable adults. The childminder has an understanding of reducing risks around her home and during activities, and has developed some written risk assessments. However, these are not yet completed for all activities, meaning that all risks have not been fully addressed. There are effective procedures in place to record incidents and complaints.

The commitment the childminder demonstrates to completing training and gaining a qualification means that she is always improving her knowledge and skills. This results in her developing an environment where children are comfortable and confident and can make good progress. The childminder promotes equality of opportunity, developing a good knowledge of each child's needs and their family circumstances. She is aware of her responsibility to link with other early years providers that the children may attend. The day-to-day records and policies generally support her improving practice. All records are shared with parents, including photographs and activity diaries, effectively keeping parents well informed and involved in their child's achievements. Some planned behaviour management strategies are not appropriate.

The childminder uses the space within her home and garden well, giving the children a suitable range of resources and activities to meet their needs. She has completed a comprehensive self evaluation which she is using to monitor and evaluate the service she offers, which leads to on-going improvements.

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

The organisation of the childminder's home and the play equipment means that children have easy access to a wide choice of play, giving lots of opportunities to develop independence skills. Children have plenty of play space and babies can move and explore easily, helping their physical development and encouraging their curiosity. They have easy access to the garden which ensures children have a balance of indoor and outdoor activities daily. Children's health also benefits from visits to local outdoor spaces and indoor exercise, including dancing.

The childminder has flexible planning in place which cover all areas of learning. These plans are easily adapted or changed to take into account children's preferences, interests and abilities. Children are fully involved in exciting activities, where they use their imaginations and learn about texture and change, for

example, making chocolate crispie cakes. Children are proud and their self-esteem is enhanced as they are praised for persevering with a shape sorter, and enjoy choosing a favourite feely book to explore. They develop skills for help future learning as they play with electronic equipment, for example, trains and musical baby toys. The childminder actively supports each child's learning effectively as she chats to them, asking questions and encouraging their play. She has a good understanding of how to observe children, confirming their current ability and identifying what they need to do next. This is all recorded clearly, and is used well to plan future activities, enabling the children to make good progress in their learning and development.

Children's welfare is promoted well. They enjoy their time with the childminder and are confident and comfortable in her home. They receive reassurance and affection from the childminder, and obviously feel safe and secure. Younger children begin to understand good personal hygiene routines, particularly hand washing before eating, which protects them from cross infection. They are offered healthy snacks and regular drinks, plus home cooked hot meals, for example, pasta bake. This means that children learn about and develop good habits for a healthy lifestyle. Children are encouraged to behave well, and are praised when they show concern for a friend, and generally respond well to the expectation to respect each other. Young children are able to take an active part in all activities and develop necessary skills for the future, such as sharing, playing together and taking turns.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	3
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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