

Inspection report for early years provision

Unique reference number	EY405514
Inspection date	22/09/2011
Inspector	Lisa Parkes
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 2010. She lives with her husband and three children aged ten, eight and five years in a residential area in Bridgenorth, Shropshire. There are shops and schools within walking distance. All of the ground floor and occasionally the first floor areas of the property are used for childminding. There is a fully enclosed garden available for outside play. Children are taken on outings to parks and other areas of interest, including a local carer and toddler group. The childminder takes and collects children from a local school. The family have a cat.

The childminder is registered to care for a maximum of four children within the early years age range at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll. The childminder has procedures in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. There is suitable access to the premises for people with disabilities. The childminder is a member of a recognised childminding association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make good progress in their learning and development. The childminder offers a fully inclusive, warm and welcoming service where all children's individual needs are fully accommodated. Children are confident, independent and enjoy their time at the provision. The childminder is experienced, motivated and enthusiastic. She displays a very positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- open up opportunities for parents to contribute to their child's learning and development record
- develop communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has an accurate, up-to-date understanding of safeguarding children issues. A detailed written policy is in place and the childminder knows what action to take in the event of a safeguarding issue. The childminder takes effective steps to eliminate risks. For example, risk assessments are routinely

conducted and recorded. In addition, the childminder helps children to keep themselves safe by using outings as a valuable opportunity to introduce road safety. Children know what is expected of them and demonstrate a good understanding of staying safe. This is evident when they handle scissors and safety knives, and when they ride their bikes in the cul-de-sac. Good quality interaction and well-organised routines help children to feel secure and settled within the setting.

The childminder employs a lovely child and family approach. Links with parents and carers are strong and a welcoming atmosphere helps to create effective communication. This has a very positive impact on children's welfare and promotes integration of care. A flexible service is offered and the childminder is committed to meeting parents' wishes. The childminder obtains regular information about each child and family to ensure that she fully understands the child's needs and interests in the context of the family background. The childminder has high aspirations for quality, which is evident through ongoing improvement. She has a calm, affectionate and patient approach and is dedicated to her role.

The childminder demonstrates a positive attitude to raising standards and skilfully adjusts her approach to best suit the needs of the children who attend. This will help parents contribute to improvements in their child's achievement. The childminder is motivated and is skilled at adapting the provision to meet the changing needs of children. She is focused on helping all children to make strong progress in their learning and development and facilitates this by skilfully intervening in their play and asking questions to extend their thinking. Resources are very well-deployed and the childminder is committed to ensuring that the needs of each child are consistently accommodated. Children's well-being is enhanced by good organisation, risk assessments and planning for continuous improvement. Children benefit from high levels of supervision and individual attention and thrive in the childminder's care.

Children make good progress in their learning and development. Effective systems are implemented to track children's development and the childminder gleans the starting points in children's learning in order to build upon their existing skills. Planning and observations are used systematically to ensure relevant learning experiences are planned for each child. As a result, learning is purposeful and progressive. The childminder routinely considers children's personal developmental needs and interests and uses a patient, friendly and encouraging approach to support them. She is able to identify the right moment to intervene in children's play in order to promote their learning. Good systems are in place to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care, for example, the childminder has forged links with the local primary school. The childminder intends to promote this further by forging links with the local nursery.

The childminder is committed to adapting her provision to ensure that each child's individual needs are met. Children learn about differences and diversity and are taught to respect each other. They develop close bonds, make secure friendships and develop a positive sense of identity. The childminder has significant experience of caring for children with special educational needs and/or disabilities. She helps

build on prior learning by pitching activities at a level that is demanding but still within reach. The childminder forms delightful partnerships with parents and carers, maintaining ongoing dialogue and offering a very flexible service based upon their individual wishes. Parents are provided with high quality information about the provision, which promotes optimum continuity of care. Although there is a regular exchange of information, systems to actively involve parents in their children's learning and development records are currently in their infancy. The childminder intends to create further opportunities for parents to add their own observations to help them contribute to improvements in their child's achievement.

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

The learning environment is creatively planned and resources are easily accessible. Toys are laid out on arrival and children confidently select other resources. Children play and explore in safe and secure indoor and outdoor spaces. They behave in ways that are safe for themselves and others. The childminder supports this through discussions about road safety, regular hand-washing and playing sensibly. Children respond very well to boundaries and the simple, daily routine. Affectionate relationships are observed and children receive warm, responsive care. Children are supported to make choices and subsequently feel some control over their day. The childminder demonstrates a strong understanding of children's individual and personal likes, dislikes, interests, ages and stages of development. She skilfully engages children's individual interests and offers appropriate support. Children follow simple instructions, learn new skills and gain a sense of achievement.

Children understand and adopt healthy habits, such as good hygiene practices. They enjoy balanced and nutritious meals, including sausage and mash, pasta and bolognese, lasagne with garlic bread, and peach and prawn curry with brown rice and naan bread. Children learn the importance of healthy eating through discussions and planned activities. They display a positive attitude towards healthy eating and learn about the food chain by planting, growing and gathering different foods, for example, pulling carrots and sowing runner beans. In addition, children are introduced to new foods through the celebration of different festivals such as sampling egg fried rice during Chinese New Year. This promotes children's interest in the world around them and helps to consolidate their knowledge and understanding of healthy lifestyles. The environment is very clean and hygienic and children become independent in their personal care needs, such as learning to use toilet facilities unaided. An effective health and safety policy is in place. Children are active and understand the benefits of physical activity. They have lots of free space for vigorous free movement in the childminder's garden and benefit from ample fresh air and exercise. Children develop a very positive sense of well-being.

Children are constantly busy and engaged, and learning is fun. Children choose what they would like to do from an array of toys and resources. Current favourites include the dolls house and play castle, construction toys and dressing-up clothes. Painting is popular, and children giggle in delight as they use their hands to spread

different colours across the paper. Exciting story sacks are used to inspire children's interest, and they listen attentively as they handle the props. Children adore music; they dance and spin as they wave scarves above their heads. Children take pleasure collecting items of interest as they walk around the local area. During forest walks, children hunt for bugs, spot wildlife, and make bark rubbings. In addition, children visit the local library, look around churches, attend toddler play sessions and go swimming. Cooking is popular and children bake fairy cakes, apple crumble, muffins and shortbread. Children have ample opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future.

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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