

Inspection report for early years provision

Unique reference number	EY414808
Inspection date	26/01/2011
Inspector	Donna Stevens
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 children aged ten and seven, in Hagley, Worcestershire. Areas of the ground floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

This provision is registered by Ofsted on the early years register and the compulsory part of the Childcare Register. The childminder works with another childminder at this address. They work as a team, currently providing care on Mondays, Tuesdays and Wednesdays. When working together they may care for a total of eight children under the age of eight, no more than five of whom may be in the early years age range at any one time. When working alone, she is registered to care for a maximum of five children under eight years, no more than three of whom, may be in the early years age range at any one time. There are currently five children attending who are within the Early years Foundation Stage, all of whom attend on a part-time basis. The childminder is able to take and collect children to and from local schools and pre-schools and makes use of local facilities such as toddler groups, parks, shops and library.

The childminder holds a Level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder's commitment to providing good quality care and successfully created an environment where all children are made to feel welcome and valued. The childminder works closely with her co-minder and parents and carers to ensure the children's individual needs are extremely well met and they are happy and secure. She has developed systems to evaluate her practice, identifying and addressing areas for improvement. Children are provided with a range of activities and opportunities that, along with close links with other settings children attend, ensuring continuity of care and learning, enables children to make good progress.

What steps need to be taken to improve provision further?

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

- develop further the procedures to evaluate the provision and implement areas for improvement to include opinions of parents and carers.

The effectiveness of leadership and management of the early years provision

Good quality, robust policies and procedures ensure that children are very well safeguarded. The childminder has completed recent training and has a good understanding of her role and responsibilities with regards to safeguarding children's welfare. There is a clear policy that remains up-to-date, in line with local guidance and is shared with parents. Detailed risk assessments of both the home, garden and outings have been carried out. Children are well supervised at all times and the childminder completes a daily safety checklist to ensure that all areas and equipment remain safe and risks to children are minimised.

The childminder works closely with her co-minder to ensure that they continue to provide quality care for children. They set aside a morning each month when they meet without the children to evaluate the months activities, children's progress and review policies and procedures to ensure they remain up-to-date. They then plan for the next month taking into consideration children's achievements and areas where they may need more challenge or support. As a team they identify their strengths, for example the childminder takes the lead on paperwork whilst her co-minder prepares and cooks children's meals each day. Together they have completed the Ofsted self-evaluation and have used it to clearly identify areas of the practice where they can make improvements that will impact on the children currently attending. For example, they identified that they needed to offer more opportunities for children to develop skills of reasoning problem-solving and ensured that this has included in future plans and activities. The childminder now plans to develop the system for self-evaluation by introducing a questionnaire for parents so that their ideas and opinions can be used in identifying possible areas for improvement.

The childminder has developed good relationships with parents and carers. Verbal discussions at each end of the child's day ensure that relevant information can be shared, providing continuity of care to children. Good-quality written information about the setting is given to parents, including policies and procedures. Children's achievements and activities are recorded photographically in individual learning journeys that they regularly take home and share with their parents. They are personal and meaningful to parents, detailing which skills children have developed through which activities. The childminder positively promotes equality of opportunity and works closely with parents and carers to ensure that children receive continuity of care and they value and celebrate children's culture and way of life.

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

Children make good progress towards the early learning goals and in all areas of their development because the childminder has a clear understanding of the Early Years Foundation Stage. Children are actively encouraged to choose their own toys and resources from a good selection that support their individual stages of learning

and development. They enjoy a good mix of adult-led and child-initiated play. The childminder is particularly skilled at supporting children's social and emotional development. Children who are shy or reserved when they first start in the setting are provided with a high level of adult support and encouragement enabling them to feel secure and confident. As their self-esteem grows they are able to play happily both independently and with a group of children either directing the group themselves or taking guidance and direction from their peers. This provides them with important future skills enabling them to become independent and cooperative learners. The childminder ensures that activities are changed regularly for younger children providing opportunities for them to develop their skills across all six areas of learning.

Children are very happy in the setting and loving, caring relationships with both the childminder, co-minder and their peers are evident. The childminder spends a great deal of time involved in the children's play and works as a team with her co-minder to provide children with individual support and play opportunities. Older children will enjoy the challenge of completing a large floor puzzle whilst younger ones develop their problem-solving skills as they play with construction toys and cause and effect toys. She knows the children intimately sensitively observing their play and drawing on these observations to assess children's level of development. She is able to quickly recognise any change in behaviour and provide additional comfort and affection to ensure that children always feel secure and safe.

children have clear and consistent boundaries so that they develop an understanding of acceptable behaviour and through their play are encouraged to share, take turns and engage in positive behaviour. When building a train track children are encouraged to take pieces to each other, to say thank you and to work together to achieve the finished result. When children behave inappropriately they are asked not to do it, given a gentle explanation about the consequences of their actions and finally moved away from an activity or toy if necessary. As a result children are well behaved and are kind and caring towards each other. Children learn from a young age to respect and celebrate others' cultures and ways of life. Children for whom English is an additional language are extremely well supported in the setting. The childminder has learnt some simple words and phrases to be able to attend the child's welfare needs. These words are then repeated along with the English word or phrase and all the children enjoy hearing and speaking both languages. Children enthusiastically share their ideas and knowledge about their own and other cultures. This natural integration into everyday activities and routines encourages them from a young age to value and respect other ways of life.

Children develop a good understanding of healthy lifestyles as they spend time playing outside and regularly walk to and from the local school. Healthy eating is actively encouraged with the childminder and co-minder planning nutritious snacks and meals made by the co-minder from fresh ingredients. Children take part in cooking activities and mealtimes are sociable occasions where children develop social skills and table manners. They learn to keep themselves safe as they practice the fire evacuation procedure and learn about road safety. The close relationship between the childminder and children creates an environment where children feel safe to share their worries and concerns.

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	1
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