

Inspection report for early years provision

Unique reference number	EY419712
Inspection date	13/10/2011
Inspector	Dianne Andrews
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged two and five years in Telford, Shropshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The family pets include a dog and two rabbits.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She presently has three children in the early years age range on roll. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, child-friendly environment and a range of age-appropriate resources and activities to help children make good progress. She recognises each child as an individual and supports them effectively to promote their welfare and development. Close partnership working with parents enables the childminder to ensure that children's individual needs and routines are well met. Links with other professionals involved in children's care and learning are in their infancy. The childminder shows enthusiasm and a good capacity to continuously improve, making effective use of self-evaluation, training and advice to develop her practice.

What steps need to be taken to improve provision further?

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

- ensure that routines, with regard to feeding the family's pet dog, do not pose a health risk
- maintain the learning journey for all children to ensure progression towards the early learning goals
- develop effective 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 effectively manages procedures to safeguard children. She has a good knowledge of local child protection procedures and the action to take to protect any child in her care. Adults in the home are known to Ofsted to enable appropriate checks to be carried out. Children learn to play safely because they are well supervised. The childminder reminds them about safety issues, such as the

appropriate way to come down the stairs. She demonstrates an understanding of risk assessment in order to reduce the likelihood of accidents and has completed written records to confirm the safety of the premises and for outings.

The home is well maintained and the childminder uses effective hygiene procedures in most areas to promote children's good health. She wears protective clothing when preparing food and ensures that the children adopt good routines, such as hand washing after handling the pets and using a washable lap cover when the rabbits are being stroked. However, animal feeding bowls are accessible in the property and pose a potential risk to children's well-being.

Children develop secure, trusting relationships within the setting. They are helped to settle due to the effective, supportive partnerships the childminder forges with parents. She gets to know and understand their children's individual needs, likes and dislikes, and helps them to feel secure about the care arrangements. Comments documented by parents detail their absolute satisfaction with the care service the childminder offers. They state, for instance, 'it is a pleasure to know that my child is being supervised by someone that has true morals and family faith' and 'my child is becoming so much more independent, she is happy and has developed a wonderful relationship with the childminder's family.'

Some children access local pre-school provisions, and when the childminder collects them at the end of the session, they choose story books to take home and share. However, partnerships with the providers are not yet fully developed in order to promote continuity in children's learning experiences.

Attractive posters and wall displays, along with the effective organisation of toys to suit the children attending, make the surroundings stimulating, welcoming and child friendly. The childminder makes clear her commitment to inclusion. She ensures that all children learn to value diverse cultures and one another's differences through activities, discussion and play materials. She spends time with the children, interacting effectively in a natural and sensitive way, ensuring they are supported and able to explore the resources and activities available to them. They make good progress as a result of this.

The childminder shows a willingness to make continuous improvements, making good use of self-evaluation as a tool to develop her service. She accesses some training opportunities and liaises with other childcare professionals to help develop her knowledge and to ensure she is up to date with current legislation and guidance.

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

The children are content, relaxed and secure; they develop very positive relationships with the childminder, who is attentive and shows that she is getting to know them and their families well. Initial assessments inform the childminder about the stages children are at when they start to attend. Ongoing observations to show how they are making progressing on their learning journey are in their

early stages. The childminder supports children's learning as she joins in their play and by initiating activities which follow their interests. She uses her understanding of how children learn to help them make good progress through planning and effective use of the daily routine, and she reviews and adapts the systems to support the education programme in order to ensure all areas of development are equally covered.

Children enjoy a wide variety of play experiences and activities, both at the childminder's home and in the community, and these support their learning and development well. They are encouraged to be active through visiting a variety of soft play facilities, where they are challenged to make the most of the large equipment to develop their physical skills. They visit farm shops and help the childminder choose fresh produce for use in their meals, developing an understanding of where their food comes from.

They play imaginatively, showing an understanding of the world around them as they copy adult roles and tasks. They make meals and drinks in the kitchen area and demonstrate knowledge of how to keep themselves safe as they blow the imaginary contents of the cup to cool them down. Their creativity is developed within planned activities. For instance, when learning about the changes in the seasons, children make an autumn display, explaining proudly to their parents who come to see it that the tree is made from painted handprints. The displays of their work help children to develop a strong sense of belonging and self-worth.

Children behave well and respond to the calm nature of the childminder. They are kind to one another and happily share the resources with a little gentle persuasion. Babies are very settled and smile and make eye contact with their playmates and their carer. They happily explore the colourful and interesting interactive toys. They respond to their reflections in the mirror and turn components of the activity station to create an effect, learning how things work.

Children's language skills are developed well as the childminder and the children chat together. They talk about experiences they have shared and activities they have taken part in. They benefit from use of the quieter upstairs room for restful activities and sleeping. Here they choose books and share story time, while sitting cosily in beanbags and cushions. They see numerals, colours and shapes within toys and books and hear them being referred to within stories and rhymes. Their early problem solving skills are further encouraged through resources, such as 'lift and see' jigsaws.

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	3
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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