

Inspection report for early years provision

Unique reference number	EY422431
Inspection date	17/11/2011
Inspector	Diane Hancock
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 works from the home of another registered childminder who is accredited to provide funded nursery education. The setting is in Worcester, within walking distance to local shops, parks and school. The whole of the property is used for childminding. 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 childminder is registered to care for four children at any one time and a maximum of nine children when working with her co-minder. There are currently eight children on roll of whom five are within the early years age range. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this homely, welcoming and stimulating environment with high quality resources. Babies and children make excellent progress as they are all included in an exciting range of activities within the home and local community. The statutory welfare requirements of the Early Years Foundation Stage are fully in place and children's care needs are very well met. Parents are extremely well informed about the care and progress their children make. The setting works closely with other professionals and providers. The childminder makes ongoing changes with formal self-evaluation systems in place demonstrating a high capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the process of self evaluation to include the views of children

The effectiveness of leadership and management of the early years provision

The childminder has undertaken safeguarding training to keep up to date with procedures. All adults working within the home have Criminal Records Bureau checks. Stringent checks ensure adults remain suitable to work with children including annual declarations and a review. The childminder works closely with her co-minder to ensure that children's welfare is her paramount concern. Sleeping children are vigilantly checked. Children are very well supervised with childminders

working together in an organised manner. The childminder assists in updating effective policies and procedures to ensure a professional service. Detailed risk assessments and daily safety checks ensure children are cared for in a safe and secure environment. Fire safety is a high priority with thorough evacuation procedures and recorded monthly fire drills. The childminder promotes a fully inclusive environment where young babies join in all activities, in particular creative and sensory play. Children benefit from the welcoming environment with high quality resources, which are well organised and easily accessible. The childminder is experienced and enthusiastic and has very good interaction with the children.

The childminder undertakes training and works closely with the co-minder to make significant improvements. These include carrying out home visits, increasing resources, updating the policies, planning and risk assessments. The childminder maintains a self-evaluation and regularly seeks advice from other professionals, making changes, such as increasing accessibility to a wider range of resources. The childminder has an action plan including putting together a photographic book of the setting to help new children settle in. Parents feedback through writing testimonials, questionnaires and discussion, expressing their views. As a result, the childminder now does a more detailed two-way diary to ensure a smoother handover. Children choose what they want to play with including choices from a toy book, however they are not fully involved in the self evaluation process.

Parents are extremely well informed about their child's care, learning and development, they are also provided with emails, texts, photographs and contribute to the 'learning journey' books. Parents receive newsletters and individual planning so they can be fully involved in their child's learning as they regularly bring in items to support a topic, make suggestions for activities to support their child and take home books. The childminder is proactive in communicating with other providers as she shares information to help children make very good progress.

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

The childminder knows the children extremely well as she regularly carries out observations, assessments and plans activities to promote their interests, experiences and next steps in their learning. Detailed planning includes weekly topics and a wide range of activities to ensure all areas of learning and children's interest are promoted.

Children are very happy, settled and have a good relationship with the childminder. They make excellent progress due to the support from the childminder, her creative ideas provide a stimulating environment. Children make very good progress in their language as the childminder is good at repeating words or sounds, talking about what she is doing and asking questions to encourage their thinking and language. Singing and music is a popular activity and babies join in with the song sack as they choose props for nursery rhymes. Children have a good appreciation of books

with high quality factual and story books being easily accessible and daily story times often relating to a topic, such as insects or the weather. During the theme of the post office children enjoy posting different kinds of letters, including some made from different shapes, visiting a post office and writing letters to Father Christmas. Children eagerly learn about how different things work and problem solve with a good range of vehicles with different operating systems, jigsaws and shape sorters. A toy refuse lorry and practising recycling promotes children's understanding of the environment. They learn about technology from a young age as they play the educational games on the laptop. These skills will help children in their future lives.

Babies and children enjoy a vast range of mark making and creative play, as they thoroughly enjoy painting autumn leaves, letters hidden in the sand, hand printing to make a display of a rainbow, animals in the shaving foam and making gingerbread. Babies are engrossed in exploring different textures in the treasure basket as they hide behind silky scarves.

Children begin to learn about the needs of others as they get involved in charity events, such as by dressing up and taking part in a sponsored toddle. Excellent books, displays and toys promote children's respect for each other and understanding of the wider social world. They have a very good sense of their community as they take photographs of significant building for a display and attend a variety of groups to broaden their experiences. Children are very well behaved and learn the rules such as kind hands and good manners through gentle encouragement, certificates for 'star of the week' and stories about friendship. Toddlers are friendly and welcoming to each other from a young age. Older children form good friendships and enjoy doing creative activities together such as henna drawing on paper hands.

Children feel safe as they have good relationships with the childminder and their individual needs are well respected. Excellent routines are in place to promote children's understanding of safety such as calling out the green man on the road crossing. Children begin to learn about respecting the personal space of others and stranger danger.

Children have very good opportunity to learn about healthy lifestyles as they enjoy a range of healthy snacks. They develop their physical skills with regular trips to the park, soft play and dancing to music at the home. They learn about the benefits of exercise on their bodies as they listen to their heart beating. Individual sleep routines are very well respected. The childminder sets a good example by eating healthy lunches. Children benefit from fresh air as they walk to school daily and spend time on local woodland walks and in the garden in all weathers enjoying water painting the fence. They learn about healthy eating from a wide range of activities including making fruit salad faces and gardening. Effective routines are in place for children to learn about hand washing and use of individual towels.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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