

Inspection report for early years provision

Unique reference number	EY433853
Inspection date	02/03/2012
Inspector	Becky Johnson
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 in a village to the south of Bromsgrove. The whole of the property is used for childminding purposes. 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 have a pet dog.

The childminder is registered to care for six children at any one time of whom three may be in the early years age group. There is currently one child on roll. Older children may also attend. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has strategies in place to support children with special educational needs and/or disabilities and those for whom English is an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a relaxed and homely environment where they are cared for by a childminder who understands and responds to their individual needs. A range of resources capture children's imagination and sustains their interest, although systems to record their progress are not yet fully embedded. The childminder provides a wholly inclusive practice and all children are valued and made to feel special. Positive relationships with parents are fostered in order to ensure continuity of care. The childminder is able to identify areas for improvement, although formal systems to support this practice are not yet in place.

What steps need to be taken to improve provision further?

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

- develop further the use observations and assessments to identify learning priorities and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

The childminder has thorough safeguarding procedures in place and is fully aware of her role and responsibility in protecting the children in her care. She is vigilant in

ensuring children's safety both within the home and when on outings. She is able to clearly identify any potential risks to children and can successfully describe methods she has implemented to ensure that these are minimised. Resources are utilised effectively to provide children with choices and to maximise and support their learning and development.

The childminder shows obvious enjoyment in being with the children and they benefit from her knowledge and experience. She is committed to providing a high level of care and education to ensure the best possible outcomes for the children. The childminder reflects on her own practice and is able to identify areas in which she needs to make improvements. However, systems such as the use of the self-evaluation form are yet to be fully implemented to ensure that improvement is sustained. All documentation which contributes to children's health, safety and welfare is in place. A range of policies and procedures enhance and support the childminder's good practice.

The childminder has developed positive working relationships with parents. She works cohesively with them to develop consistency between home and minding environments. Information is shared on a daily basis to ensure that children's individual needs are routinely met. Parents are happy with the service that the childminder provides. They comment that 'children run to the childminder's door and that they have lots of activities to take part in and enjoy'. The childminder understands the need to develop and fosters links with other professionals.

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

Children are cared for in a warm and caring environment, where they benefit from good support and encouragement to enjoy and achieve. Children are obviously very happy and secure in the childminder's care. They interact positively with her and actively seek her out to participate in activities, for example, when reading books and playing hide and seek. The childminder is very much aware that children learn through play and the daily routines are planned to ensure that children have fun and enjoy the time they spend with her. She encourages them to choose activities for themselves and then intersperses these with adult-initiated play to further enhance children's learning and development. The childminder is successful in identifying and addressing differences in children's individual learning and development needs to ensure that they make good progress in line with their starting points and capabilities. Her flexible planning develops through the interests and play preferences of children and ensures that they are able to participate in a range of activities which they enjoy. Systems to observe and evaluate children's progress are in place. However, they have yet to be fully embedded in order to enable the childminder to plan activities to support children's next steps of learning.

Children develop self-esteem as the childminder offers praise and encouragement at all times. They develop positive attitudes to learning because the childminder shows an interest in everything they do. She is always close at hand with support and praise for every achievement, no matter how small. Children especially enjoy

spending time outdoors in the fresh air. They regularly play in the garden and rush excitedly to put on their wellingtons. Here they blow windmills, watching with awe as the sails turn. They help to feed the birds and look after the nesting boxes which the childminder has explained will soon be inhabited by baby birds. They visit the local park and soft play area where they experience a variety of equipment to promote their physical well-being and skills. Children's language and literacy skills are developed as they look at books and listen intently to stories, read by the childminder with intonation and expression. Children interact positively both with the childminder and their peers. They play happily together, laughing joyfully as they play 'peek-a-boo' or tickle each other's feet shouting 'wakey wakey'.

Children are well cared for if they have an accident or become ill and there are good procedures in place to protect them from illness and infection. They are learning about their own personal hygiene and how to keep healthy as they wash their hands at appropriate times throughout the day. They learn about the importance of eating healthy foods. They grow a variety of fruit and vegetables such as raspberries, blueberries, peas and peppers in the garden. They use their own wheelbarrows and gardening utensils to dig and plant and then enjoy cooking and tasting the produce when it is ready. Children respond to the childminder's methods of behaviour management which are age appropriate and encourage children to play together and use good manners. Their understanding of how to keep themselves safe is promoted as they learn how to use equipment correctly and recognise the importance of road safety. Children demonstrate their feelings of security and express them as they play confidently and give out lots of spontaneous cuddles throughout their play time. The childminder has a good understanding of inclusive practice. Children are valued and respected as individuals. Their specific needs are recognised and met appropriately and all children are made to feel welcome and special. As a result, the time the children spend with the childminder is a fun, enjoyable and enriching experience.

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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