

Inspection report for early years provision

Unique reference number	EY442000
Inspection date	18/07/2012
Inspector	Patricia Webb
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 2012. She lives with her husband and two children in the village of Shifnal, Shropshire. The ground floor of the property is used for childminding with occasional use of two bedrooms on the first floor for older children to play. Toilet facilities are available on both floors. There is a fully enclosed garden available for outside play. The childminder can take and collect children from a local school and pre-school. The family has one cat as a pet.

The childminder is registered to care for four children under eight years, of whom two may be in the early years age range at any one time. There are currently nine children on roll, five of whom are in 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.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a very strong start to her childminding practice. Consequently children are making good progress in all aspects of the Early Years Foundation Stage. The childminder knows each child's innate character and uses their interests and varying levels of ability to plan and deliver exciting and stimulating learning opportunities. Evaluation is being used very effectively by the childminder to reflect critically on the impact of her practice on children's achievement. She has identified areas for further improvement, although some elements around her experience of providing support for children with special educational needs and/or disabilities and developing inclusive practice are not currently embedded in her day to day provision.

What steps need to be taken to improve provision further?

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

- extend knowledge and understanding of identifying and supporting children with special educational needs and/or disabilities
- develop inclusive practice further through exploring the use of a range of strategies for promoting non-verbal communication, such as, sign language and the use of pictorial prompts.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very effectively because the childminder is confident and clear about the action she would take should she have any concerns about a child's welfare. All parents are given copies of the child protection policies and procedures and discussions take place with some children regarding their awareness of their own personal safety. Children's safety is further assured as stringent risk assessments are conducted, both on and off the premises. The childminder contacts other venues seeking out their corporate risk assessments so that she is forewarned of any potential hazards.

Every child is valued and respected as an individual with their own specific needs and interests. The childminder speaks to children with great courtesy and seeks their input into discussion and choice of activity as a matter of course. The childminder is wholly committed to evaluating the provision and making further improvements. For example, she is keen to provide a blackboard area in the large family room to encourage spontaneous mark making, particularly for engaging boys in such activities. Children make their own choices about play and learning as they select from a varied and eclectic range of resources that provides opportunities for children to extend their imagination and independence.

The childminder appreciates that building firm partnerships with parents and other providers are key to the success of her provision. Parents receive extremely comprehensive information at the start of their child's placement where all key policies and procedures and routines are explained to them in detail. The childminder's current minded children are in the upper range of the Early Years Foundation Stage and so she has skilfully developed partnerships with the local school and some other childminders to ensure consistency of provision benefits each child. The childminder works with parents to support each child's development, care and learning. She acknowledges the current limitations in her experience of caring for children with disabilities or special educational needs and/or disabilities hindering her ability to be wholly confident in identifying and addressing any specific needs for support and extension. The childminder has not fully considered how effective communication could be established with families where English may be another language or where families may have literacy skills issues.

The childminder challenges any unacceptable comments or attitudes that may arise in order to reduce the risk of any children feeling less confident or derided. She adopts a 'conflict resolution' approach with the children who she knows are of an age to be aware of the impact their behaviour and comments may have on the feelings of others.

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

Children gain effectively from the childminder's practice. They express their delight at being with her, often showing disappointment when parents come to collect them. Children eagerly share their developmental records with visitors and regularly take them home to share with their families. The format used by the childminder is clear and shows her developing confidence in observation and assessment, she uses the 'Development Matters' framework to monitor children's attainment. Where children have been identified as gifted and talented in certain areas of learning the childminder ensures that they are suitably supported and challenged to maintain their interests and thirst for learning. For example, a discussion about seals in the sea leads to children asking questions about the habitat of the animals. The childminder uses an encyclopaedia to expand their knowledge. Children become aware of exactly what an encyclopaedia is and how to use the index to locate information. During an art and craft activity centred on the Queen's Diamond Jubilee, children considered the construct of the Royal Family, predicting who may be the next king.

Children roll with laughter and giggles as they share their favourite jokes with glee. Their sense of humour is infectious as the punch line is repeatedly told and new ones made up as the activity takes off. The childminder takes great joy in listening in to children's conversations, particularly at their post-school snack time. She finds this invaluable in learning about their day in school. Children share information about their families and speak confidently about whereabouts in the world their family live. Adults are informed about Canada being just above South America in the world and Australia being at the other end of the world. They become aware of events in their world as they prepare their Olympic torches and look forward to watching some of the sports.

Sitting round the dining table, children consider their healthy snacks and drinks. The childminder offers home baked foods regularly and children often join in with such activities, taking home their bread rolls. They participate in activities outdoors that are linked to their forest school activities in school, which the childminder helps out with. Children are also supported in becoming aware of their own safety as they handle tools and utensils with care, participate in fire drills and follow clear directions from the childminder on their walks to and from the nearby school. They behave in a most polite way, showing great care and consideration for themselves and each other. They have drafted the simple house rules, indicating acceptable behaviour and itemising behaviour that would not be pleasing. Their contributions are valued as the document they produced with the childminder is laminated and referred to whenever disputes may be imminent. The childminder finds that such strategies help children to gain a real sense of personal responsibility.

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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