

Inspection report for early years provision

Unique reference number 223403
Inspection date 17/02/2011
Inspector Liz Owen

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 2000. She lives with her husband and two children aged seven and two-years-old in Leominster, Herefordshire. The whole of the ground floor and first floor bathroom, toilet and back bedroom are used for childminding. Outside play is currently provided using local play areas and outings. The family have two pet dogs and a guinea pig.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years. She is registered on the Early Years Register and on both 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 satisfactory.

Children are developing good relationships with the childminder because of the good individual support they receive. They enjoy access to a broad range of interesting, age-appropriate and enjoyable experiences which help them to develop and learn, within a safe and secure environment. Partnerships with parents and other agencies are at least satisfactory in ensuring that children's learning and welfare needs are met. Most arrangements to promote children's welfare and development are implemented satisfactorily. Systems to evaluate the quality of the provision are evolving, future plans are likely to bring about improvement to the provision.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- improve the record of risk assessment to include any assessments of risks for all outings and trips
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded. The childminder has a good understanding of her role and responsibilities in relation to child protection. She has improved her knowledge and understanding of safeguarding issues by attending training. Suitability checks have been completed on all household members over the age of 16-years-old. The childminder ensures the premises are safe and secure. She carries out an annual risk assessment and fits safety equipment where appropriate. Children are taken out on regular walks and outings as the garden is currently not in use. Potential hazards associated with outings are considered and risk assessments for some outings are recorded. However, a separate risk assessment for each type affecting undertaken has not been included in the record of risk assessment. The childminder provides information for parents on some of her policies and procedures and obtains all required information from parents to ensure the safety and welfare of the children.

Children are provided with sufficient space to play, rest and eat. They have access to a large range of good quality toys and equipment. Toys are stored in low-level storage units to enable children to access them independently. Children share resources well and play happily together joining in with each other's games. The childminder has improved her range of resources which reflect diversity and uses activities based around celebrations and religious events to raise children's awareness of the wider world.

The childminder has a satisfactory partnership with parents. She verbally shares information with parents on children's individual routines so that they are kept informed of the child's daily activities. The childminder has begun to record children's progress in their learning journey and to make this information available to parents. This information is not used effectively to involve parents in practical ways in supporting their child's learning and development. The childminder recognises the importance of working in partnership with other agencies and settings children attend to ensure children receive the support and care they need.

The childminder has not yet carried out any formal assessment of the quality of her provision to ensure that the quality of children's learning, development and care continues to improve. She attends training in order to improve her knowledge and outcomes for children, for example, safeguarding training and behaviour management. She meets with other childminders at the local childminder support group and is working towards becoming a local network childminder.

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

Children happily engage in a varied range of activities which are age appropriate and of interest to the children. They receive a good level of physical and emotional support which help them settle well and develop positive relationships with the childminder. Children's good health and welfare is promoted well. The childminder

provides freshly prepared cooked meals and healthy snacks which are enjoyed by the children. She talks to children about the importance of personal hygiene and helps them learn to manage their own personal care in relation to hand washing and toileting. Although the garden is currently out of use children are taken out regularly on walks and outings. They visit local woods where they can explore the natural environment and observed plants and animals. Local play areas provide good opportunities for children to be physically active and develop skills in climbing and balancing using large play equipment. Activities indoors also contribute to children's physical development. For example, they play with a pop-up tent and tunnel, move confidently around and use interactive and manipulative toys.

Children are becoming independent; they have a good relationship with the childminder. They are developing satisfactory skills for the future and good progress in relation to communication language and literacy. The childminder responds very well to children's questions encouraging them to think and find solutions and answers for themselves. Books and stories are well used to help children develop an enjoyment of stories and an understanding that written words have a meaning. Visits to the local library enable children to choose books for themselves. Art, craft and music activities enable children to be creative and express themselves.

The childminder has begun to make observations of children's play and record the information in children's learning journeys. She informally plans activities for children taking the lead from children's interests. For example, a child's interest in the song 'Five Little Ducks' has been extended to help the children develop their understanding and use of numbers in a practical way. The childminder uses cut-out pictures of ducks as visual aids to enhance the activity. The observations are not yet effective in identifying the next steps in children's progress and development, for example, using the links to the 'Development matters' prompts in the Early Years Foundation Stage Practice Guidance.

Children's behaviour is good. They learn to play together and socialise, they are developing their social skills well. The childminder encourages children to learn about sharing and playing harmoniously, they use good manners, saying 'please' and 'thank you' for their snacks and meals. Visits to childminding groups and other venues provides opportunities for children to mix with other children and develop their social skills. Children learn to keep themselves safe and are able to explain why they hold hands when out on walks. The childminder practises an evacuation drill so that children learn what to do in the event of an emergency.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop an action plan to demonstrate how a qualification at a minimum of Level 2 in an area of work relevant to childcare, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' will be achieved (Qualifications and training). 03/03/2011