

Inspection report for early years provision

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Inspection date 07/03/2011
Inspector Elaine Poulton

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 2001. She lives with her husband and adult son and two children 11 and 16 years of age in Cannock, Staffordshire. All areas of the childminder's house are used for childminding purposes. There is a fully enclosed garden for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of four children at any one time. She is currently minding five children of whom two are in the early years age range. She is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder holds an appropriate early years qualification at Level 3. She drives or walks to local schools to take and collect children. She is a member of the National Childminding Association and receives support from the local authority advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development. The childminder has secure working knowledge of the Early Years Foundation Stage. However, the system to record observations is not fully effective. The childminder has good systems in place to work effectively with parents to secure knowledge of children's individual needs. Policies, procedures and permissions are clear to support her practice and are shared with parents, and most are regularly reviewed. Most partnerships and links with others who promote the Early Years Foundation Stage framework are progressing well. The system to monitor and evaluate practice is not yet fully effective to identify all areas for improvement. The childminder demonstrates a solid commitment and willingness to ensure continual improvement to benefit the children in her care.

What steps need to be taken to improve provision further?

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

- improve knowledge of the requirements of the Early Years Foundation Stage regarding working in partnership with other providers
- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage
- improve the use of observations and assessments to identify learning priorities for each child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a good awareness of child protection issues. She understands her role in safeguarding and the procedures she must follow if she were to have a concern about a child in her care. She knows of her responsibility to ensure that all people living in her home are appropriately vetted. She carries out risk assessments on all areas of the premises and for outings to ensure children receive a good standard of care inside and outside the home environment. She holds a current paediatric first aid certificate and carries out regular emergency evacuations of the premises. She discusses safety issues with older children such as 'stranger danger'. Younger children are learning not to walk too close to the curb when they out walking with the childminder. These measures help children to feel safe and secure.

The childminder has good relationships with children and their parents and carers. Her practice is underpinned by a range of clear policies, procedures and permissions which are shared with parents. The childminder regularly reviews and updates most of her records and documents. Some information is missing from updated forms such as names and dates. However, this has little impact on children's welfare. Children's individual learning journeys are available to share with parents and they receive daily updates detailing their children's routines and activities. The 'All about me' profile is completed by the childminder after discussion with the child's parent. Consequently, the childminder has a good awareness of children's individual needs, likes and interests to ensure an inclusive service is offered. She receives many complimentary letters and thank you cards from parents. For example, parents say 'my child is really happy with you'. She has made good links with some providers and endeavours to foster links with other providers and agencies who deliver the Early Years Foundation Stage Framework. However, not all partnerships are fully effective to ensure continuity of children's care, learning and development. This has an impact on the child's transition from one setting to another.

Satisfactory systems are in place to evaluate her service. She uses the Ofsted written self-evaluation form to record her strengths and areas for improvement. She considers that the areas for improvement are in the organisation of 'paperwork' and in building confidence to share children's learning profiles with other professionals. However, the self-evaluation form is not updated and therefore does not identify current areas for improvement in all areas of the Early Years Foundation Stage. Thoughtful consideration is given to strengths in the setting, for example, that she offers care term-time only and enjoys working with the older age range, particularly the after school children. Also, that she involves parents in the evaluation by asking for their comments and suggestions on how she can improve her service.

The childminder has addressed the one recommendation from the last inspection. She has introduced an activity folder to cover a range of themes, topics and play activities for the younger age range. She is motivated to improving her practice, particularly through attending training events. She has completed an early years

qualification to level 3. She has attended events such as 'Baby sing and sign' and 'Storytelling' and 'Next steps for Learning'. She regularly meets with other local childminders to explore ways to improve on best practice. She is willing to work with the local authority advisory team to ensure her provision continues to improve. This demonstrates a positive and professional view to continual improvement and better outcomes for children in her care.

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

Most children make good progress in their learning and development. The childminder has a secure understanding of the Early Years Foundation Stage and uses her knowledge to ensure younger children access resources they like and are familiar with. Regular observations and assessments are undertaken to help plan play opportunities. However, systems are not always consistent to help identify individual children's learning priorities.

Children have opportunities to learn about themselves and others through a mix of adult-led and child-initiated activities and resources available to them which reflect diversity. Younger children are settled, happy and respond well to the individual time and attention they receive from the childminder. She knows the children well and rotates interactive toys and games she knows younger children like to play with games such as 'Animals at the zoo'. They begin to name animals such as alligator, lion and leopard. They can find animals and place them on a square, circle or triangle with encouragement and support from the childminder. She supports younger children's developing communication and language skills by repeating words clearly to them. She introduces numbers, colours and shapes to them whilst they play. She remains mindful to introduce initial letters and sounds to younger children through age and stage appropriate activities and games that are fun. Children enjoy imaginative play. For example, they are keen to feed the baby doll and take care of her. This reinforces their learning in a relaxed way.

Children thoroughly enjoy being in the outdoor environment. They go to the forestry commission play facility and take picnics to eat outdoors. They look forward to sitting on the large, medium and small teddy-bear chairs. They are excited to put on their wellington boots and splash, jump and paddle in the small stream. They have fun playing in the wigwams and dens that nestle in the trees. Children regularly walk to other local registered childminder's houses and participate in range of craft and play activities. This means they meet other children of the same age and learn to share and play together.

Older children help to find and select foods when visiting the supermarket. They are eager to find barcodes and scan items at the self-serve checkouts. Younger children explore a good range of battery operated toys and sensory resources. Older children help to find and select foods when visiting the supermarket. They are eager to find barcodes and scan items at the self-serve checkouts. This helps develop their skills for the future.

The childminder reinforces acceptable behaviour through basic rules which

encourage all children to be respectful and to share. There are house rules which all children follow with familiarity. For example, children take off their shoes and know not to jump around on the furniture. The childminder encourages children by praising them for their achievements. This enables all children to be treated fairly and to respect the needs of others.

Good hygiene practices help to minimise the risk of cross-infection in this setting. For example, children are learning about the importance of good personal hygiene and younger children are helped to use tissues to wipe their nose. The childminder provides a range of healthy snacks and ensures drinking water is always readily available. Children have their own drinking beakers which are easily accessible. Rest and sleep routines for younger children mirror those of home. Children go on regular walks and this means they are gaining a good understanding of leading a healthy lifestyle and the benefit of taking part in regular exercise in the fresh air. This has a positive impact on children's good health and general wellbeing.

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	3
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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met