

Inspection report for early years provision

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Inspection date	19/05/2011
Inspector	Zahida Hatia
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 first registered in 1995. She lives with her husband and two adult sons, in a four bedroom, detached property in a cul-de-sac in Cam, near Dursley in Gloucestershire. On very rare occasions her husband works as an assistant. The childminder is a member of the National Childminding Association. Children have access to the ground floor, which comprises a living room, dining room, kitchen and conservatory. Toilet facilities are located on the ground floor. The fully enclosed back garden, which is mainly laid with grass, is suitable for outdoor play. The family have a pet dog.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years, of whom three may be in the early years age group. There are currently nine children on roll five of whom two are in the early years age range. Care will be provided on a full and part-time basis throughout the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress as they take part in interesting activities that cover all aspects of their learning and development. They enjoy familiar routines and their individual needs are well known and met by the childminder. Good relationships are in place with parents and with other professionals. Children's welfare is excellently promoted because the childminder provides healthy, nutritious and homemade meals. Children feel very safe as the childminder spends meaningful time with them, teaching them about how to keep themselves safe. The childminder has a robust set of policies and procedures in place and provides a varied range of activities for children, covering all areas of learning. This enables children to make good progress in their learning and development. Systems for observation and assessment are being developed. The childminder reflects on her practice and demonstrates a commitment to improvement through regular training although the self evaluation process does not take into account the views and opinions of parents and children.

What steps need to be taken to improve provision further?

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

- improve the processes for observing and recording children's development and progress to ensure clear links with the early learning goals
- extend self evaluation process to include the views and opinions of both parents and children to improve outcomes for children

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well. The childminder affords a very high priority to safety and this is reflected in her documentation and everyday practice. She has attended safeguarding training and has a clear policy that she shares with parents. She shows an excellent understanding of the procedures to follow should she have concerns about a child in her care and all adults living in her home have been suitably vetted. The childminder carries out daily visual safety checks and maintains comprehensive risk assessment records. This contributes to the safe and efficient management of her setting.

Children benefit greatly from the childminder's knowledge and experience. The childminder has attended range of training courses and regularly networks with other professionals to exchange ideas and share good practice. She has begun to implement a process of self-evaluation to help support the continuous improvement of the provision. However, the views of parents and children are not incorporated in this process.

The childminder has formed good relationships with parents. Information is consistently exchanged with parents about the setting and their children's progress. Parents receive copies of the written policies and procedures and a good level of feedback about children's progress is communicated verbally on a daily basis. Parents regularly contribute to their children's daily learning records. As a result, children receive consistency of care.

Children have plenty of space to play and rest. Resources are plentiful and are easily accessible to children. Consequently, children are able to make independent choices about their play and learning. Children are treated as individuals and the childminder ensures that experiences and resources are appropriate for the children in her care. Although the childminder is not currently caring for any children with special educational needs and/or disabilities or those who speak English as an additional language, she demonstrates a very strong understanding of how to implement additional support if required. The childminder is well aware of the value of sharing important information with other professionals. Some of the children in her care also attend pre-school and the childminder shares information with them.

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

Children are making good progress in relation to their starting points. They are happy and settled and are interested in the experiences provided for them. The childminder knows the children in her care well and confidently describes their personalities, needs and preferences. She observes them on a regular basis and effectively uses what she discovers to inform planning and children's learning and

development records. Each child has their own individual record and this is regularly shared with their parents. It contains a good range of information including photographs, examples of children's work and the childminder's written observations. She uses her knowledge and observations of the children to assess and plan for their next steps in learning. However, observations and assessments are not yet clearly linked to the early learning goals.

Children enjoy sharing stories, counting during everyday activities and learning to play independently as well as with each other. They have access to a selection of battery operated toys and these help to teach children about technology and how it is used. The childminder interacts extremely well with the children and is constantly introducing and reinforcing language. Young children happily chat to each other and with visitors as they play and older children chat to the childminder about things that interest them. The childminder shows them that their communications are valued by actively listening to what they have to say and responding appropriately.

Children have access to a good range of resources and these include those that help them to develop a knowledge and awareness of diversity. They are learning about their own culture and customs of the wider world in a meaningful way. For example, resources include a variety of books, small world toys and posters which inform children about diversity. The childminder provides children with a positive role model because she is calm and caring. She readily acknowledges children's good behaviour, effort and achievement and this motivates them and helps to raise their self-esteem. Children display very good manners and are learning to respect other people and property.

Children display an exceptionally strong sense of security in the childminder's home. They happily go to her for comfort, reassurance and support and are very confident in their surroundings. Children are learning to keep themselves safe as they take part in regular fire drills and routinely practise road safety on outings. They confidently tell visitors about what they have learnt about emergency evacuation. They know where things are kept and happily play both independently and with others. Children happily play in the childminder's garden taking part in a range of activities which include making pictures using paper, paint and a marble inserted into a roll which is sealed. The children roll this around the garden to make patterns on the paper with the paint and marble. The childminder encourages children to talk about their emotions and through gentle reminders she reinforces house rules that include using kind words and not hurting others. Children are learning about the benefits of a healthy lifestyle in meaningful ways through discussion at mealtimes and by participating in lots of physical exercise. They go on outings and regularly play outside in the childminder's garden where they have access to a wide range of physical play equipment. Food provided by the childminder is healthy and nutritious and drinks are readily available.

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	1
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	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	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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