

Inspection report for early years provision

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Inspection date	17/06/2010
Inspector	Jo Rowley
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1997. She lives with her husband and three children aged eight, 12 and 16 in Sandy, Bedfordshire, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding and there is a first floor bedroom for children requiring an undisturbed sleep. Children have access to a fully enclosed rear garden for outside play and the family has a dog.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding three children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment. She takes some steps to promote children's welfare through established routines and she has an understanding of safeguarding procedures, in order to protect children in her care. The childminder generally meets the needs of children in the Early Years Foundation Stage and promotes an inclusive environment where all children make sound progress in their learning and development. Effective links with parents help to build positive relationships, promoting consistency and partnerships with others, such as staff at the local primary school, delivering the Early Years Foundation Stage are developing. The childminder demonstrates little understanding of her strengths and areas to improve her practice, and the procedures for self-evaluation are limited.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment record to show when it was completed and what, if any, action was taken. Also ensure that a risk assessment is completed for each type of outing that children take part in (Safeguarding and promoting children's welfare) 08/07/2010
- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify the next steps in their learning (Organisation). 08/07/2010

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

- incorporate the six areas of learning and children's next steps in to the planning of activities to ensure that these are tailored to the needs and abilities of individual children
- promote a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development
- ensure that regular evacuation drills are carried out.

The effectiveness of leadership and management of the early years provision

The childminder has some understanding of safeguarding procedures in order to protect children in her care. For example, she teaches children about road safety and stranger danger whilst out of the home, developing their awareness of how to stay safe. She has a written safeguarding procedure in place and demonstrates an awareness for contacting the relevant agencies if concerns arose. A written risk assessment is in place covering the childminder's home, however, this has not been completed on a regular basis. Risk assessments, for some outings, are in place, although these are not effectively completed or are in place for each type of outing that children take part in, this compromises children's safety. The childminder has a clearly defined procedure for emergency evacuation in place, however, the procedure is not practised on a regular basis and therefore, children's safety is further affected.

The childminder has some knowledge of the Early Years Foundation Stage and has previously completed some additional training. She has built good friendships with parents and encourages them to share what they know about their children with daily communication being fully encouraged, verbally or by phone or text message. The childminder has begun to build links with local agencies, such as the local primary school. Although the younger children do not attend any other setting, at present, the childminder is aware of developing these relationships as children start school.

All children are equally welcomed into the childminder's setting regardless of their background and a written equal opportunities policy, which is shared with parents, is in place to ensure that no child is disadvantaged, helping to ensure that inclusion is promoted. Each child is offered the same opportunities and experiences, generally tailored to their specific needs with reference to their ages and stages of ability. Children have independent access to the play room where they can self-select resources of their choice from the wide variety.

The childminder has a suitable understanding of cultural differences and provision to support children's awareness of the wider community. She provides suitable resources which helps to develop children's knowledge and understanding of the wider world. For example, together the childminder and children look through books, use dressing up clothes or discussion to talk about differences. Children also taken part in craft activities where they learn about different festivals of the

world, such as Chinese New Year and Christmas. However, the childminder has taken limited steps to monitor her setting to improve outcomes for children and she has not begun to fully identify her strengths and areas for improvement.

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

Children are happy and enjoy their time with the childminder. They make steady progress in their learning because the childminder is supportive to their needs. However, observations are not effectively completed for each child, cared for by the childminder. Their achievements and learning styles are not assessed in order to identify where the next steps in their learning are, therefore, individual children's needs are not recognised or extended. The planning of activities is not effective in ensuring that children learn across the six areas of learning and their next steps are not incorporated in the planning of activities. Therefore, because of the limited planning, the six areas of learning are not always delivered effectively.

Children are naturally challenged in their play as the childminder often extends their learning by asking questions that encourage them to think further. An example of this is where children are playing with some cardboard tubes and different size balls. The children are asked which tube they want to use such as the thin one or the medium sized one. The children then talk about how they need a small ball to fit down the tube with the childminder asking "do you think that ball will fit or is it too big". One child then further extends this activity by getting a measuring tape and begins to measure the tube, she is fully encouraged by the childminder who asks "how long is the tube", promoting their problem solving and numeracy skills.

Children feel valued as the childminder supports them as they play. For example, as children's creative skills are promoted through water play the childminder develops the activity further by adding bubbles and colouring to the water. The children clearly enjoy this as they put bubbles on their hands and laugh as they blow the bubbles around them. Together, with the childminder, they talk about how the colouring has changed the water and discuss what might happen if two colours are mixed together, with one child suggesting they make a different colour. Children's behaviour is sound, they use manners politely and consistently, for example, they ask 'Please can I go on the computer?' and say 'Thank you' as they are given their snack or drink. The childminder uses regular, though gentle, reminders to promote children's safety. For example, they are reminded not to climb on the slide unless the childminder is there to support them and as they walk together to the shops or the park they are aware of the boundaries set by the childminder, therefore their understanding of being safe is promoted. Children are generally confident and secure in their environment and, therefore, involved in their learning. They have made great friendships with each other and share resources well.

Children develop their creative skills through art and craft opportunities, for example, they independently use scissors whilst creating their own pictures. They enjoy showing their work to the childminder who asks questions about what they

have made to promote opportunities for children's communication, language and literacy skills to develop. Children have independent access to a wide range of books which are stored at their level, offering children opportunities to read the books alone, together or with the childminder. Children's physical development is promoted through regular opportunities to play outside or to visit the local park. Children's knowledge and understanding of the wider world is encouraged through discussion whilst out of the home, as well as using resources such as, battery operated equipment to further promote children's understanding of this area. Children have an appropriate awareness of personal hygiene through established daily routines and the childminder encourages children to learn about healthy eating as she offers nutritionally balanced meals on a daily basis. Children are offered fruit and vegetables on a daily basis for snack or lunch and they have opportunities to grow their own. For example, children have recently planted strawberries, tomatoes, onions, potatoes and peppers, promoting their knowledge and understanding of healthy lifestyles.

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

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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