

Inspection report for early years provision

Unique reference number	205609
Inspection date	12/05/2011
Inspector	Jackie Phillips
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 1996. She lives with her adult children in Grimsby, north-east Lincolnshire. The whole of the ground floor of the property is used for childminding. There is an enclosed rear garden for children to access outdoor play. Children are taken for walks and outings to places of interest within the local community. The family has two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range, including two children under one. Currently there are seven children on roll; of these three are within the early years age group.

The childminder is a member of the National Childminding Association and a local childminding group. She holds a level 3 qualification in childcare and education and is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play a full and active role in their learning and make significant progress. Relationships with parents are highly positive and the childminder truly values working in partnership with other providers and childcare professionals. She appreciates the uniqueness of each child and works hard to meet their individual needs. The majority of recording systems to keep children safe are in place. The childminder has a positive approach to the continuous development of her provision. She actively encourages parents and children to contribute their ideas towards improvement.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments clearly show the date of review. (Premises, environment and equipment) 26/05/2011

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

- improve the record of risk assessment by including the different types of outings and trips undertaken with the children.

The effectiveness of leadership and management of the early years provision

The childminder understands how to keep children safe and well protected. For example, she ensures that adults who have close contact with children are safe to do so. She knows the appropriate action to take if concerns are raised about a child's welfare because she has attended appropriate safeguarding training to develop her knowledge and understanding. The childminder has records of risk assessments in place and safety checks are carried out regularly. This helps her focus and take action to reduce potential risks. Records currently in use are not clear about review dates or specific information relating to the different types of outings that are organised. All required documentation is in place although systems to record children's attendance are sometimes inconsistently applied. A homely, comfortable and welcoming environment is provided. The childminder builds warm and trusting relationships with children. Many have been cared for by the childminder for a number of years. Strong attachments are evident which helps children feel safe and secure. This also makes a successful contribution to the excellent progress they make.

The childminder makes available a broad range of books, games, toys and resources that keep children actively engaged and well occupied. The majority are very easily accessible which supports their growing independence, choice and decision making. Toys and equipment are attractively displayed in the lounge and are frequently rotated which helps all children benefit from the full range of resources. A very good balance of activities are organised at the setting and within the community. For example, children attend different playgroups and are taken on a wide variety of trips and outings. This helps them learn in different ways and through a range of rich experiences. Activities focus on helping children become aware of celebrations associated with other cultures and traditional events, for example, Chinese New Year, Diwali and Australia Day. The childminder places high emphasis on providing resources that promote positive images, such as dolls and high-quality books. This helps children develop respect for others, self-awareness and a sense of place within the society in which they live.

Inspirational and innovative teaching motivates children. High quality observations of children's development and rigorous written assessments of their progress take place. These are well supported by examples of work and photographic evidence which keep parents very well informed and provide a meaningful account. Recordings are also made in children's individual diaries which are regularly shared with parents. This keeps parents updated with daily information. There are highly positive relationships with parents established, which contributes significantly to improvements in children's achievements, well-being and development. In particular this close working partnership helps the childminder meet families' specific and individual needs. She recognises the value of forming firm partnerships with professionals and other providers. She has strong links with local childminding groups which support effective ways of working and professional development. The childminder is active in finding ways in which to help her develop the service she provides, for example, attending training, regularly meeting with other childminders and seeking the views of parents and children.

Many parents contributed to the inspection process by the provision of independent written accounts and completing questionnaires provided by the childminder. These were all highly complimentary of the service they receive. The childminder has ambition and drive to secure future development of her provision. For example, she has addressed a weakness raised at a former inspection well and plans to improve her tracking systems of children's progress. She is currently working on ideas to extend and enhance outdoor learning opportunities for children.

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

Children are provided with a wide range of stimulating play and learning activities that take place indoors as well as outside. There are frequent opportunities for fresh air and exercise, as children attend local groups, enjoy going for walks and use interesting toys in the garden. They have excellent opportunities to choose between indoor or outdoor play which supports their health, well-being and learning in different environments. There are resources provided that are interactive and require action by the child to make them work, for example, by remote control or pushing a button. This inspires their curiosity and helps them develop early skills linked to information and communication technology.

Children are extremely confident and secure at the setting and display high levels of self-esteem. They make their needs clearly known to the childminder and offer eagerly to take some responsibility, such as tidying up or carrying the empty bowls back to the kitchen following mid-day snack. Children's behaviour is exemplary and they are able to share and take turns. They benefit greatly by the childminder's skill to evaluate when children should be enabled to play independently, side by side with their peers or when she should intervene to extend their learning. Children are helped to understand about keeping themselves safe as they practise the evacuation procedure in the childminders home and in different settings. This means they know what to do in the event of an emergency. They are aware of the possible consequence if they have too many toys out on the floor and the risk of having an accident or injury. Activities are provided to help children develop effective listening and language skills. For instance, stories are regularly shared with children and the childminder makes this highly interesting by good use of expression, tone of voice and effective questioning to help children concentrate and be involved. Rhymes, songs and familiar phrases are used by children and childminder which helps children remember and makes learning fun. Children are introduced to communicating by sign language and confidently name colours and animals. This is actively encouraged and supported by parents.

The childminder gives excellent attention to helping children develop an understanding about healthy lifestyles. For example, home produced snacks and meals include healthy options such as fresh fruit and vegetables. Very effective hand washing routines are consistently applied, particularly before eating. Photographs displayed in the toilet remind children about personal care routines such as brushing teeth and hair. Children show an exceptional understanding about the importance of thorough hand washing routines, making soapy bubbles

to get rid of the germs. Overall, most children are very well equipped with skills they require in order to progress in their learning and development.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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	1

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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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