

Inspection report for early years provision

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Inspection date	17/11/2011
Inspector	Karen Byfleet
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 1998. She lives with her husband and family, including two children aged four years and 10 years. The whole of the ground floor of the childminder's home is used for childminding, with two bedrooms and bathroom on the first floor. There is a fully enclosed garden for outside play. The family has a pet dog, cat and a rabbit. The childminder takes children on outings into the local community, including parks and the library.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to provide care for five children under eight years. There are currently five children on roll and of these two are in the early years age group. The childminder holds an early years childcare qualification and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled within a well-resourced and organised environment. Highly effective partnerships with parents have been established to ensure children's welfare and learning needs are consistently met. Partnerships with other providers have also been developed to ensure consistency and coherence in children's care and learning. All required documentation is in place which ensures children are extremely well safeguarded and premises are secure. The childminder self-evaluates her provision well and demonstrates a vision for the future and how she intends to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the self-evaluation system to show how the views and ideas of parents and children are taken into account.

The effectiveness of leadership and management of the early years provision

The childminder has devised and implemented an effective safeguarding policy which is shared with parents. It is clear in informing parents of the childminder's roles and responsibilities to ensure children are effectively safeguarded. Detailed and effective risk assessments are in place for the premises, equipment and any outings undertaken with the children. These are reviewed regularly to ensure they remain valid and consistent. Children are also actively engaged in risk assessments as the childminder has devised and implemented detailed and highly effective checksheets with pictures and words that prompt the children to identify what needs to be done. For example, a checklist for hot weather includes pictures of

bottles of water, sun hats and sun cream with words for older, more able children to read such as, 'Have you got sun cream on?' 'Don't forget to drink plenty' and 'Have you got a sun hat on?' This helps children to take responsibility for themselves and ensures they are developing awareness of how to stay safe in the sun. This demonstrates the childminder's understanding of how she ensures equality for all children to take part in risk assessments. The premises are kept safe and secure. The rear garden is safely enclosed and the main door to the premises is kept locked when children are present, with keys easily accessible to the childminder. An emergency evacuation plan is in place and practised with the children, further developing their awareness of how to stay safe. All evacuations are recorded which enables the childminder to keep a record of which children have taken part and highlight times when she needs to do a practice with children that have not taken part.

The childminder has good knowledge and understanding of the Early Years Foundation stage. She has devised and implemented development records for all the children in the early years age range who attend and ensures that observations that are made of the children's learning all link to the areas of learning. The next steps in their learning are highlighted which helps the childminder plan effective future activities. The childminder actively promotes equality and diversity through all areas of her provision. She ensures all required written parental permissions are in place for her to administer medication and seek any necessary medical advice or treatment, enhancing children's well-being. Partnerships with parents are very effective. The childminder provides all parents with details of her policies and procedures. Information about the children is exchanged daily through verbal exchange, and detailed information about the children is gathered from parents when the children start attending. This enables the childminder to do baseline observations of the children when they start attending in order to establish their starting points. Parents participate in the annual appraisal of the childminder's provision. However, she does not yet use this information to support her self-evaluation system. Partnerships with other providers are good. Relevant information is regularly exchanged to ensure consistency and coherence in children's care and learning.

The childminder has implemented a sound self-evaluation system and regularly monitors her provision. However, she has not yet included the views and ideas of the children and parents in her self-evaluation. She has successfully addressed previous recommendations which has improved the safety of the premises and has ensured children's well-being is effectively monitored as she has improved her documentation and systems with regard to written permissions from parents for the administration of medication. This demonstrates that the childminder has capacity to maintain a highly effective provision for all children and their parents.

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

The childminder is warm and caring to children in her care. She actively engages and joins in their freely chosen play. Children are making good progress in their learning and development and they are happy and settled within the well

resourced and organised environment. Children are provided with a diverse range of toys, games and equipment that are age appropriate, clean and suitable for purpose. They are able to self select from boxes that are stored at child height, developing their independence and raising their self-esteem. The childminder plans a good variety of activities that help children to progress in their learning and which she knows children enjoy and there is a good balance of child-initiated and adult-led activities.

Children enjoy regular outings and weekly visits to the local toddler group, where they are able to meet and play with other children. They also enjoy various outings to places of interest, such as the local park and nature trail, where they are able to explore and investigate. For example they gather leaves and are able to see a variety of wildlife, such as birds and flowers, dependent on the season. The children have recently gathered leaves which they used in their imaginative and small world play, such as with the farm animals. Children's all round development is promoted well through their regular access to activities, such as role play, dressing up and small world play. Through her interaction with the children, the childminder encourages and promotes their development. For example as she plays with a child in role play and small world activities, she talks about how many slices of toast and what happens to the food in the oven, how many cows and what sound do they make. These activities help to promote and further develop children's communication, language and numeracy skills. Opportunities for children to engage in physical play are provided on a daily basis. They are able to move freely between the indoor play area and a hard surfaced outdoor play area. A grassed area provides opportunities for the children to engage in ball games and to use a good range of climbing and balancing equipment. Children are supervised at all times when accessing the climbing equipment to ensure their safety. Children's welfare and safety is fully supported. They feel safe within the childminder's provision as they confidently approach her.

The childminder promotes children's health and welfare well as she provides them with healthy balanced diets for snacks, lunches and teas. All children follow good personal hygiene routines, such as hand washing before eating and after using the toilet, and they do this independently.

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	1

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