

Inspection report for early years provision

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Inspection date	23/10/2009
Inspector	Andrea Ewer
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 1992 and is on the Early Year Register and the compulsory part of the Childcare Register to care for a total of six children up to the age of eight years. She provides overnight care for a maximum of three children up to the age of eight years. There are currently two children on roll, both of whom are in the early years age range.

The childminder lives with her husband and three children aged 18, 13 and 11 years in the town of Kempston in Bedfordshire. Care is mainly provided on the ground floor of the house. There is a fully enclosed garden for outside play. The family has two cats. The childminder regularly takes children to local groups for children under five years.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and at home in the childminding environment. The ongoing use of self-reflection shows that overall the childminder has a strong capacity to maintain continuous improvement. She knows each child well and uses extensive observations to plan personalised learning for each of them which ensures their individual welfare, learning and development needs are met very well. Children benefit from effective partnerships with parents, where information is shared regularly to promote continuity of care and learning. Clear safeguarding procedures ensure children are fully protected from harm or neglect and the written risk assessment shows active steps are taken to minimise potential hazards and reduce the risk of accidents.

What steps need to be taken to improve provision further?

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

- obtain written consent from parents to seek emergency medical advice or treatment. (Safeguarding and promoting Children's Welfare)
- 13/11/2009

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

- develop the use of self-evaluation further to support effective reflection on what has been accomplished so far and to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because the childminder has a secure understanding of the signs and symptoms of child abuse and the correct procedure to follow if she is concerned about their well-being. Documentation that supports her to carry out procedures are readily accessible and include a written statement on safeguarding children and local telephone numbers. Suitability checks are carried out on all household members over the age of 16-years-old to ensure the safety and welfare of young children. The thorough risk assessment shows good attention is given to keeping children safe indoors, outdoors and during outings. For example, smoke alarms are fitted on both floors of the house and tested regularly, catches are fitted to drawers housing sharp cutlery and the garden is fully enclosed.

Most records, policies and procedures that support the childminder to meet children's individual needs and ensure they are fully safeguarded are in place. They include written procedures for complaints, child protection and equal opportunities which are shared with parents at the start of all childminding arrangements. The childminder has not, however, obtained written consent to seek emergency medical advice or treatment which does not fully promote children's good health.

The childminder has developed very good partnerships with parents where she provides a supportive and flexible service. The written contracts clearly set out expectations between them and they share information about children daily which supports continuity of care and learning. The childminder understands the importance of working in partnerships with others involved in children's welfare, care and learning. Detailed observations are carried out on all children and are used to plan and provide personalised care and learning opportunities, that builds on what children know and can do. Children's records are shared with parents regularly which encourages them to support their learning at home.

Some very good systems are in place to evaluate the childminder's setting. She regularly evaluates activities and continues to develop her professional skills and knowledge by regularly attending training workshops. For example, she has attended Speech and Language in pre-school children, Non-verbal communication for childcare practitioners, EYFS observation and planning and Introduction to EYFS training workshops. Although she does not yet record her self-evaluation to support her to reflect on her achievements so far, the childminder demonstrates a strong capacity to maintain continuous improvement.

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

The childminder has a secure understanding of the welfare, learning and development requirements of the EYFS and implements it confidently to ensure children make good progress. Activities are well planned, based on thorough observations and assessment and ensures that children are challenged to achieve

their potential. The next steps for each child are clearly identified and individual learning plans are used to monitor their progress towards the early learning goals. Consequently, children become active, inquisitive learners who are developing skills for their future learning. Children count confidently as part of everyday activities. They sort the items into colour and type and use mathematical language appropriately. For example, they describe their model as being very big. They have fun exploring the natural environment and learn about living things. For example, children thoroughly enjoy walking through the leaves and listen to the crunching sounds of the dried leaves, collect conkers and observe and feed the childminder's African snails. They show curiosity and interest in why things happen such as talking about the static electricity coming from the trolley during a shopping trip. They start to make sense of the world as they dress up as a nurse and use the medical equipment because they are 'sick'. Children have access to a suitable range of resources that helps them to understand our similarities and differences. They play happily with dolls who have various skin colour, small world people from around the world and they look at books that show positive images of diversity.

Children are settled, content and feel valued in the childminder's care. They share friendly relationships with the childminder and learn to share and take turns in larger groups during regular visits to toddler groups. They play well, using resources appropriately and are starting to understand right from wrong. The childminder gives children frequent praise, encouragement and support and maintains regular daily routines which helps them feel secure. Children's good health is promoted well overall. They have many opportunities to develop their physical skills during regular visits to indoor leisure centres and frequent walks where they benefit from fresh air. The childminder holds an up-to-date first aid qualification and has a well stocked first aid kit that ensures children receive appropriate care in the event of minor accidents or illness. Records that support the childminder to promote children's good health are generally well maintained. These include accident and medicine records and information about children's medical and dietary needs obtained from parents at the start of all childminding arrangements. Children are cared for in a homely environment that is well organised to allow them to play safely as they participate in the wide range of stimulating activities. They start to learn how to keep themselves safe and behave in ways that are safe for themselves and others. For example, they understand they must put some toys away before taking others out to prevent accidents and that they must be strapped into the car seats during car journey or use walking harness/reigns during walks.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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