

Inspection report for early years provision

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Inspection date	14/02/2011
Inspector	Anne Archer
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 was registered in 1999. She lives with her husband and three children aged 14, 12 and nine years old in the Castle Road area of Bedford. Two ground floor rooms are used for childminding and there is a further room on this floor which is available for children to have undisturbed rest. The toilet is also on the ground floor. There is an enclosed garden for outdoor play. The local schools and shops are within walking distance and there is a park nearby.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under eight years at any one time including three children in the early years age group. She is currently minding one child in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their play and learning and their welfare is well-promoted. Safeguarding systems are mostly thorough and partnerships with parents are established and effective. The childminder knows the children well and works hard to meet their individual needs. The childminder's ongoing self-reflection and completion of the recommendation made in the last inspection report show that the capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it at least once a year or more frequently where the need arises. 04/04/2011
Ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and keep a record of these particular aspects (Suitable premises, environment and equipment).

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

- improve fire safety further by ensuring a fire blanket that is in working order is available in the kitchen.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a good understanding of her responsibilities in relation to child protection. She is confident

in her knowledge and understanding of potential concerns and in her ability to respond by following local Safeguarding Children Board guidance. The childminder ensures that Ofsted is informed of any changes likely to affect her registration and visitors are not left alone with minded children. The childminder has a good understanding of how to keep children safe and carries out visual checks throughout the day to make sure that any potential hazards are minimised. However, she has not conducted a formal risk assessment on her premises since the last inspection. The childminder has an emergency evacuation plan which is practised periodically. Fire detection equipment is inline with advice given at a recent visit by a local fire officer, although, the fire blanket is not readily available in the kitchen to meet with Early Years Foundation Stage guidance. The childminder helps children learn to keep themselves safe and to negotiate risk without impeding their developing independence.

The childminder effectively promotes children's good health and well-being. She has clear procedures for caring for children if they become ill and to prevent the spread of infection. The childminder holds a current paediatric first aid certificate which is updated every three years. She is familiar with children's dietary needs and works closely with parents to maintain children's feeding routines and encourage healthy eating patterns. The effectiveness with which the childminder promotes equality and diversity is good. She has a thorough knowledge of each child's welfare and developmental needs and uses this information to settle the children into her establishment. She observes children at play and uses this information to provide adult-led and child-initiated play opportunities taking account of children's starting points and capabilities.

Behaviour management strategies take account of children's maturity and level of understanding, are consistent and have a positive effect on children's learning. The childminder's engagement with parents and carers is good. Policies and procedures are shared at the start of the arrangement and consents are obtained as required. Parents are well-informed of their child's achievements, well-being and development through daily conversations and the completion of a daily diary to which they are invited to contribute. Systems are in place to liaise with other providers of the Early Years Foundation Stage, although, not currently used because the childminder is not sharing a child's care at present. The childminder's premises are suitable and safe for purpose and she strives to maintain a stimulating and supportive environment in which children do well. Resources are suitable for the stage of development and interests of the children and are well maintained. Although, childminding on a part-time basis to fit in with another career and family commitments, the childminder maintains a professional approach. She constantly reflects on her practice to enable her to provide a good level of care and learning. This commitment shows that her capacity to maintain continuous improvement is good.

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

Children are settled, content and readily take part in activities and play with a range of suitable toys. Activities reflect interests and learning needs of the children. The childminder uses her observations of children at play to provide activities and toys she knows they will enjoy and which challenge them and so help them to make good progress. Children learn the importance of safety and adopting healthy lifestyles through their daily routines, such as, having hands washed before eating finger food and having noses wiped with tissues. They learn that they must put on appropriate clothing before playing outside and how to keep safe when sitting on the swing by holding onto the sides.

Children enjoy the childminder's attention and show by their behaviour and mannerisms that they feel safe in her care. They behave well under her consistent and supportive approach. Children develop skills for the future as they make progress in communication, problem solving and reasoning during their play and as they respond to the childminder's questions throughout the day. Children develop an early awareness and joy of looking at books while sitting on the childminder's knee. The youngest children anticipate the story and turn the page eagerly to look at the next picture. Children learn to problem solve as they work out which buttons to press to make the toy play music. They start to develop imaginary play skills as they copy older children by placing the fire officer's helmet on their head. Children enjoy walks in the local community and attend groups or have friends to visit which develop their socialising skills and knowledge and understanding of the world around them.

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