

Inspection report for early years provision

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Inspection date	28/04/2010
Inspector	Kelly Eyre
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1993. She lives with one adult child in Dunstable, Bedfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a first floor bedroom for children requiring undisturbed rest. Children have access to the fully enclosed garden for outdoor play.

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 six children in this age group on a part-time basis. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll in this age group. 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 good.

The childminder's effective assessments of children and her excellent working relationships with parents support her in building a good understanding of each child's needs and interests. She uses this information to ensure that their needs are consistently met and they are offered appropriate support and activities that promote their development. The childminder's exceptionally positive attitude to developing her practice and her clear self-evaluation procedures support her in implementing improvements and maintaining a service which is responsive to children's needs. A particular strength is the childminder's excellent practice with regard to all issues relating to safety and children's welfare. This enables children to feel secure and ensures that they are cared for in an environment which fully promotes their welfare and wellbeing.

What steps need to be taken to improve provision further?

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

- develop further the daily opportunities for children to gain an increased understanding of the relevance of healthy practices
- develop further the assessment and planning procedures to show children's progress in order to support the provision of further experiences which are appropriate to each child's stage of development.

The effectiveness of leadership and management of the early years provision

Children's welfare is exceptionally well promoted because the childminder regularly attends additional training and has a comprehensive understanding of her responsibilities relating to safeguarding children. This is supported by a clear written procedure and additional information, enabling her to identify children at risk and take appropriate action. The childminder's thorough risk assessments, daily safety checks and additional safety procedures further ensure that children's safety and well-being are consistently promoted to a high standard. Ongoing explanations and activities enable children to gain an excellent awareness of how to keep themselves and others safe. For example, they discuss stranger danger, visit the fire station and participate in activities and events relating to road safety.

The childminder demonstrates an exceptional commitment to improving her practice. She implements practical self-evaluation procedures and attends an extensive range of additional training to help inform the continuous review of her work and implement changes that improve the outcomes for children. Recent improvements include the introduction of written assessments of children's progress, enabling the childminder to plan further activities to support children's individual development. Children are offered a wide variety of opportunities that support their learning and development because the childminder makes good use of a range of resources. For example, she utilises community facilities such as parks, toddler groups and the nearby zoo.

The childminder has attended specific training and shows a good understanding of issues relating to diversity and equality of opportunity. She uses her knowledge to ensure that her childminding service is inclusive to all children and their families. Her excellent procedures for working with parents and carers to exchange information about children ensure that she understands their beliefs and individual needs. This enables her to support children appropriately in all activities and daily routines. The childminder's excellent relationships with parents and carers means that they are very well-informed about the service she provides. Comprehensive ongoing communication, such as the use of home link books and the regular sharing of assessments ensures that parents are fully informed of their children's progress and activities. Consistency of care is appropriately promoted as the childminder has a good understanding of the importance of maintaining close links with other professionals. For example, she works with the local school and pre-school to provide complementary activities and support children through these important transitions.

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

Children make good progress in all areas of learning because the childminder has a clear understanding of the requirements of the Early Years Foundation Stage. She implements practical procedures for observing and assessing children, utilising this information to inform the planning of activities and thereby promoting children's

individual development. However, this is not fully promoted because the assessment procedures do not clearly show children's progress so that they can be fully utilised to support the planning of further activities and play opportunities. The childminder's excellent daily procedures to promote children's safety and welfare mean that children feel secure. Their behaviours demonstrate this as they play contentedly, move confidently around the home and independently select toys and resources. They are therefore supported in taking an active role in their learning and in developing positive attitudes to this.

Children's emotional development is promoted and they gain skills for the future as they learn to play together and develop secure relationships with the childminder and their peers. Ongoing explanations and gentle encouragement from the childminder help children to gain an appreciation of other people's feelings and to learn to share and cooperate, thus developing their understanding of appropriate behaviour. The childminder acts as a good role model and children react positively to this, showing care and concern for each other. Their awareness of diversity is promoted as they access relevant resources and participate in activities. For example, they discuss the countries their families originate from, going on to look at the climates, cultures and traditions of these countries. The childminder's excellent procedures for working with parents mean that she is able to offer appropriate support to children who have special educational needs and/or disabilities and children who speak English as an additional language.

The childminder's good planning means that children are offered a wide range of learning opportunities. For example, they learn about the environment through specific projects such as a food project, where they regularly visited a local park area each to watch the vegetables growing, grew vegetables at home and made collages of vegetables. Activities are planned in order to consolidate children's learning. For example, they visited a local windmill, talked about how flour is made and then made bread rolls at home. The good forward-planning means that children are offered additional activities. For example, they enjoy a range of trips to local farms, parks and nearby places of interest.

The childminder thoughtfully plans activities to reinforce and extend children's learning. An example of this is where the children enjoyed reading books about penguins and were then able to follow this up with a trip to the zoo to observe real penguins. Children's learning is extended because the childminder makes use of everyday opportunities to increase their understanding and encourage them to count and solve simple problems. For example, they count how many places they need to set at the table and play games where they identify written numerals and work out turn-taking and sharing.

Children gain valuable skills for the future as they learn about the uses of information and communication technology. For example, young children use interactive books, toy telephones, weighing scales and cash registers. Their participation in a range of appropriate activities and discussions reinforces their understanding of the relevance of healthy lifestyles. For example, they discuss healthy food options and the importance of drinking plenty of water. However, their wider understanding of the relevance of daily health practices is not fully promoted. They are offered opportunities to be active and explore a range of

physical skills and movements. They develop control and coordination as they use static play equipment and participate in activities such as music and movement and action rhymes.

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	1
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

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

Met