

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Carys Millican
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 has been registered since 1993. She lives with her husband and daughter aged 10 years, in the village of Hayton, near Carlisle. The whole of the premises except the large kitchen store are used for childminding. There is a fully enclosed front forecourt area for children to use. Children also access additional outdoor play facilities in a family member's garden close by. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding seven children, of which five children are in the early years age group. She also offers care to children aged up to 12 years. The childminder collects children from the local school and pre-school groups. There are shops, playgrounds and parks close by. The childminder has use of a car to take children on outings.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is an extremely dedicated, experienced practitioner who gives her undivided attention in supporting children and meeting their individual needs. She has a highly positive and motivated approach to looking after children, therefore, they make excellent progress in their learning. Children are cared for in an inclusive, home-from-home, friendly, welcoming environment, where they are happy, and feel safe and secure. The childminder is well organised and most record keeping documents are meticulously maintained. Good partnerships are established with parents and other settings children attend to ensure continuity of care and a good balance of learning is achieved. The childminder shows a commitment to further improvement by attending additional training and regularly monitoring and reviewing her practice and provision.

What steps need to be taken to improve provision further?

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

- develop systems for the recording of existing injuries to children
- encourage parents to comment on their children's learning and development and provide information on how they can continue to help with their children's learning at home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. They are protected through the effective practice implemented by the childminder to ensure their safety at all times. The childminder has recently attended refresher safeguarding training. She demonstrates a clear understanding of the key indicators, her role and responsibility, and who to contact if she has any concerns about a child in her care. Recording documents are in place to record accidents and incidents that may occur while children are in the childminder's care. However, systems are not in place to record existing injuries to children. All suitability checks are completed for herself and her family and the required documentation is in place and accurately maintained. Children are closely supervised at all times, both indoors and outside. The childminder implements appropriate safety procedures to enable young children to have the freedom to explore their environment. For example, she uses stair gates, and fire guards, and exterior doors and gates are secure. Potential hazards are identified and minimised through detailed risk assessment. These are completed for all the indoor and outdoor areas used by the children, and for the many outings undertaken with the childminder.

Children play in a well organised, warm and welcoming environment where they make independent choices and decisions about their play. They access a excellent selection of toys and resources which meet their individual interests and are suitable for their age and ability. The childminder has an excellent understanding of the Early Years Foundation Stage guidance and how children learn effectively through play. Children's individual needs are fully recognised by the childminder therefore they feel safe and they feel valued. They learn about the difference and diversity of the world around them through discussion, celebrating festivals, cultural events and resources that reflect their own background, other cultures and the community they live in.

Children benefit from the excellent relationship developed with parents, who express a high regard for the care and service the childminder provides. Letters completed by parents highly complement the childminder and her childminding service. They state that she is a 'wonderful person', 'flexible to our needs', 'children love attending', 'lovely person, very caring and approachable'. Parents confirm this during discussions, that 'children really love spending time with childminder'. Parents are kept fully informed of their children's development and progress through regular discussions, and access to their children's records. However, they are not encouraged to add comments about their children's learning in progress books or provided with ideas of how they can continue to help with their children's learning at home. Personal record keeping documents are maintained, including, details of business arrangements and detailed parental consents. Parents are provided with a detailed set of policies and information is available on the childminder's notice board. The childminder has established positive links with the other settings children attend in order to complement the learning taking place and for sharing information with parents.

The childminder is a highly committed and dedicated practitioner, who has a

number of years experience working with early years children. She has a positive attitude towards her own personal development by attending numerous additional training courses in early years subjects. The childminder has made a good start to evaluating her own practice and has made significant improvement in her record keeping of children's progress. She is aware of her strengths and areas for improvement. She has improved her own practice and outcomes for children by completing her previous recommendation. Equality and diversity is fully promoted. Everyone is warmly welcomed into her home, and learning opportunities and activities are provided to enable all children to take part.

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

Children are very happy and extremely contented. They have lots of fun and enjoyment while in the care of this loving and caring childminder. The childminder provides a learning environment in which children feel valued and their confidence is assured. They make choices and decisions about their play and their independence is effectively promoted. For example, children confidently help themselves to the large wooden toy box and several clear containers set out around the living room. Children's emerging interests are followed when providing resources, for example, young children like the small world 'play village' toys and these are set out on the floor for them to easily access. Children enjoy art and craft activities using glue and shredded tissue paper to create their finished masterpiece.

The childminder has an excellent understanding of the Early Years Foundation Stage guidance and how children learn best. She obtains written information from parents about children's starting points; then she observes children as they play skilfully recording their activities, and assessing their development with photographic evidence and examples of children's work. Children's next steps are recorded to inform future planning.

Children's language and communication skills are fully supported. The childminder constantly talks to the children as they play. She enables children to freely explore their environment and uses natural events to reinforce knowledge and understanding of the world around them. For example, the children have watched blackbird eggs hatch and the blackbird's feed their family of three chicks nesting by the front door. Children enjoy baking with the childminder where they make fudge, cookies and flapjacks for parents.

Children have developed a close relationship and a strong bond with the childminder. They are very well behaved and learn social skills, such as sharing and taking turns in activities. Children are praised constantly therefore they develop good self-esteem. Their understanding of how to stay safe is promoted when out walking, and when they take part in regular monthly fire evacuation practises. Children enjoy numerous outings in the community, such as the woods, and visits to the local pre-school group and school. They learn how to look after their environment through activities, such as growing their own leeks and sunflowers. Children are supervised playing in the garden and enjoy visits to parks

and animal farms close by. Children learn about good hygiene practices and a healthy lifestyle. They follow the good role model set by the childminder who helps younger children wash their hands after sticking activities and before snack and mealtimes. Children learn about healthy eating and lifestyle. They are provided with a healthy home cooked meal and fresh fruit snack and fresh drinking water is constantly available.

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	1
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	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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