

Inspection report for early years provision

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Inspection date	02/02/2011
Inspector	Paula Fretwell
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 1998. She lives with her husband and four children aged 12, 17, 19 and 21. The whole ground floor of the property is used for childminding purposes and there is a fully enclosed garden available for outdoor play. The family has a 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 whom may be in the early years age range. She is currently caring for four children in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there are currently four children being cared for within this age group. The childminder takes and collects children from school and attends a number of groups within the community during the week. 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 well cared for in a friendly, inclusive and welcoming environment. The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and supports children's individual welfare, learning and development needs well. Self-evaluation systems are developing and the recommendations from the last inspection have been addressed. Partnerships with parents and others are positive and enable the childminder to effectively meet children's individual needs.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers all potential hazards, for example, the cords on the vertical blinds

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children and she is clear about the procedure to follow for dealing with any child protection concerns or allegations. Children are safe and secure through the childminder being vigilant about close supervision and encouraging them to keep themselves safe. Secure procedures ensure children can not be collected by anyone unauthorised. Children freely explore and access the space they need to play and resources are varied, plentiful and in good condition. Risk assessments thoroughly detail hazards on outings and within the childminder's home.

However, children can access the low level cords of the window blinds and this may pose a hazard. Children learn how to keep themselves safe through effective discussion, such as why it is important to pick up toys from the floor.

The childminder's positive interaction with the children promotes their learning across all areas. She makes sure each child is included and she manages mixed ages of children very well. This helps them to benefit from playing co-operatively with each other and they enjoy plenty of individual attention as appropriate for their needs. Delightfully compiled profiles of children's learning and development illustrate the fun they have and these fully incorporate information that parents give about their child. Photographic examples and interesting comments show parents what their child has been doing and children love to look at these and remember each event.

All necessary written parental consent is in place for all aspects of children's care. Parents have good daily communication with the childminder. The childminder understands the need to develop links with others who have responsibility for the child, when this is relevant to children in her care. Developing systems monitor and evaluate the practice and identify strengths and areas to improve and include the views of children and parents.

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

Children are happy and confident in the setting and they have very good relationships with the childminder, who supports them in their care, learning and development. The childminder takes an active interest in the children's development and she knows each one of them very well, taking account of their interests when providing opportunities for play. For example, she makes sure small vehicles are accessible when she knows that children have a particular interest in motorbikes and cars. She joins in with their play to extend their vocabulary, offering new words such as when describing the helicopter's propellers. Children enthusiastically attempt to build a train track together and the childminder works alongside them to facilitate their skills in taking turns, making sure that all children are equally included. She makes sure that younger children are involved whilst encouraging older children to understand that everybody has different abilities. Children use their imaginations well as they play with dinosaurs and spiders, engaging in creative scenarios. The childminder encourages children to be aware of recycling as they make musical instruments and wagons from household bottles and cardboard. The childminder helps children to understand and value diversity through the provision of positive images, daily activities and play. They have fun learning about different celebrations, such as Chinese New Year, St Patrick's Day and Harvest Festival amongst others. The childminder uses spontaneous opportunities to enhance children's learning through play and points out numbers, shapes and colours as they engage in various activities.

Children's good health is supported well through plenty of regular access to fresh air and exercise. Children walk in the local area and they talk enthusiastically about

trips they have gone on with the childminder. For example, they show photographs of themselves at the seaside and the farm. In inclement weather the childminder uses indoor soft play areas so that children can practise their physical skills. She helps children to understand their own needs, such as when they are tired or thirsty. The childminder has good regard for children's personal hygiene and privacy. For example, nappies are changed out of view of others and good attention is given to hand-washing. The childminder works with parents to ensure children's dietary needs are met. Children enjoy a wide range of fresh fruit and healthy snacks. Children understand how food helps them grow 'big and strong' and they know their own dietary needs. For example, some children say they have a vegetarian diet and they talk about what this means. Mealtimes are social occasions and children enjoy sitting at appropriate sized furniture to eat together and chat.

Children behave very well and the childminder has realistic expectations of what they can do. Positive and meaningful praise is given to children and they enjoy the childminder's attention. Children are polite and caring towards one another and the childminder is an effective role model, encouraging good manners by example.

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	2
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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