

Inspection report for early years provision

Unique reference number	321936
Inspection date	24/10/2011
Inspector	June Rice
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 adult children aged 18 and 17 years. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently six children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to eleven years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a positive attitude towards continued improvement. She has successfully evaluated her provision including most service users in the process. Space is used very effectively and she is committed to working in partnership with parents, local schools and other early years providers. This ensures children continue to make good progress in an environment in which they feel safe and secure. Most of the required documentation is in place and supports children's learning and welfare needs well.

What steps need to be taken to improve provision further?

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

- improve the record of evacuation drills to ensure they include any problems encountered and how they were resolved
- provide children with the opportunity to be included in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

The childminder works in partnership with parents and others to safeguard children. She demonstrates a very good understanding of child protection and is

very confident in her ability to implement procedures effectively in order to protect children. A visitors' book is maintained, and written procedures are in place in the event of lost, uncollected children and safeguarding. Parents are encouraged to read all policies and procedures, and they sign them as read and understood. The majority of the required documentation is in place and clear risk assessments clearly identify possible hazards and the action taken to reduce any risks.

The childminder has developed very good working relationships with parents and other providers, and this ensures that she continues to meet children's individual needs very effectively. For example, children's progress records are shared with school during the transition stage, and the childminder helps out at school on special days if parents cannot attend. The childminder has successfully evaluated her provision and its impact on children's learning and well-being, and she is aware of her strengths and areas that can be improved. She involves parents in the evaluation process, however children have less opportunity to be involved and identify strengths and areas they would like to improve. The childminder continues to improve her knowledge and understanding of children's care and development by attending regular training.

Systems for planning, observation and assessment are well developed. For example, children's progress is recorded with the use of photographs and written observations that are clearly linked to the six areas of learning. Next steps are also clearly identified and this ensures that she plans for children's individual learning needs very effectively. Planning remains flexible as the childminder is often led by what the children wish to do. She also keeps up to date with what children are learning at school and includes this in her planning. This ensures that children's learning continues should they wish to carry on with the same topic after school. Inclusive practice is well promoted by the childminder who promotes equality for all through resources and activities that introduce children to diversity. The childminder states that she would challenge any inappropriate attitudes or stereotypical views. Resources are well displayed around the play areas within easy reach of children to encourage their free exploration and choice and this is further supported by children being able to select an item from photographs which may be stored away from the immediate play area.

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

Good health and well-being are very well promoted by the childminder. For example, children wash their hands before eating, and after using the toilet. Posters in the toilet area encourage children to wash their hands properly and they talk about washing germs away. Children are provided with individual paper towels to help to reduce the risk of cross-infection. Children who are infectious are excluded to protect others, and well-established systems are in place to record medication, accidents and existing injuries. Children learn about healthy eating through the provision of healthy meals and snacks. They plant and tend vegetables which they help to prepare for their meals, and pick apples and pears. Children are encouraged to be active through a range of activities that promote physical

exercise. For example, they go for regular daily walks whatever the weather, visit local parks and use large play equipment.

Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they practise an emergency evacuation, they read books and talk about how to cross roads safely, and are reminded before going out that they do not touch strange animals. Children are very well behaved and show they feel safe as they freely explore their environment. For example, they move between rooms selecting resources to play with. Children have developed a strong relationship with their carer and interact with her very well. They are given the confidence to make decisions about what they want to do and a sense of pride as they take responsibility for helping out. For example, they take their plates to the sink for washing, and occasionally help to wash the pots.

Children make good progress in communicating, literacy, numeracy, and information and communication technology. They are active, inquisitive and independent learners. For example, when asked if they need help they very confidently reply 'no.' The childminder is very skilled at providing support in an unobtrusive way. For example, when they select a toy motor bike with loose wheels, the childminder encourages them to think about how the problem can be solved. She offers them a screwdriver and asks them if they can fix it. Children confidently reply 'yes' and are happy to receive praise from the childminder as they tighten the screws. The childminder encourages their developing communication skills as she holds general conversations with them which prompt one word replies such as 'bike' and 'car.' Children are beginning to give meaning to their marks. They draw a picture and say 'eye' and are happy to draw a circle when asked. They find comfort from the childminder as they grow tired. They sit on her knee enjoying a cuddle as they listen to a story. They show they are interested in the story as they point to illustrations and name the different animals. Children are helped with their transition to school as they learn how to hang their coats up and pick out their name. They are counting confidently to three and are encouraged to go to five, and they are correctly naming the colours pink, blue, green and yellow.

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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