

Inspection report for early years provision

Unique reference number	EY232253
Inspection date	08/04/2011
Inspector	Tracey Boland
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2011

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 2003. She lives with her husband and children aged 11 and 13. There are shops and schools within easy walking distance. The whole of the ground floor and the first floor bathroom and back bedroom are used for childminding purposes. There is a fully enclosed garden available for outside play. She has two dogs and three cats.

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 five 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. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates an excellent understanding of the Early Years Foundation Stage and a clear understanding of the individual needs of the children she cares for. She provides a wide range of activities, both indoors and out, and obtains detailed information from parents which informs her of children's starting points in their learning. All children are valued and included and they are encouraged to understand similarities and differences. The childminder understands the importance of self-evaluation and seeks the views of parents or children to ensure her service effectively meets their needs and continually enhances her practice through training. Risk assessments are in place and cover most areas of her care.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment covers anything with which a child may come into contact, with specific regards to the dangers of children walking underneath the trampoline and the larger dog when in the garden.

The effectiveness of leadership and management of the early years provision

Children enter a relaxed, welcoming, child-focused environment where their health and well-being are a priority. Children are supervised very well and systems are in place to ensure they are not left unattended with unvetted adults. The childminder has a very good understanding of her role and responsibility with regards to protecting children in her care from abuse and neglect and her knowledge in this area is maintained through ongoing training and development. Detailed written risk assessments are in place, identifying most potential risks and how they have been minimised. However, although a risk assessment has been completed for the use of the trampoline, it does not include the procedures should a child walk underneath it, which compromises children's safety, and one of the family dogs is particularly boisterous when outdoors, which poses a risk if the younger children are in the garden at the same time. Documentation is very well maintained. A wide variety of concise written policies are in place that clearly reflect the ethos of care provided. All are shared with parents.

The childminder is aware of the use of self-evaluation and uses this to develop the service she provides. She encourages and welcomes the views of the parents, which enables her to reflect on her practice and continually enhance and develop the care she provides.

Children's health needs are continually met and records following minor accidents or administering medicines are maintained and countersigned by parents. The dietary needs and preferences of all the children are known and respected and drinks, snacks and some foods are provided throughout the day. Children's individual routines and personal care needs are discussed in detail with parents and effectively incorporated into their day, which encourages their feeling of security and belonging.

Concise information is received from parents about their child's needs and preferences and the childminder obtains comprehensive information about their child's overall needs and development regularly thereafter. This enables her to effectively meet their ever-changing needs. The childminder has experience of caring for children with learning difficulties and/or disabilities and has formed excellent relationships with other professionals and early years providers in the children's lives. Good communication systems are in place which ensure continuity of care. The childminder understands the importance of working with parents and extended family of children where English is an additional language to ensure they feel valued and included within the setting.

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

Children make excellent progress in their learning and the childminder ensures that they enjoy a wide range of activities and play opportunities that continually challenge their learning. Planning takes account of children's individual learning

needs and interests, which ensures their needs are effectively met. A wide variety of resources and activities meet their needs well and children are happy and contented in their play as they can access them freely from a purpose-built playroom. Interaction between the childminder and children is excellent and the children spontaneously tell the childminder that they love her.

Children's independence is continually promoted throughout the day and their personal needs are known and incorporated into their day. Children benefit from clear and consistent routines and boundaries that are in place within the home and, as a result, behaviour is excellent. Rules include 'play nicely', 'share toys', 'we help each other' and 'we don't spoil each other's fun'.

A variety of resources, books and pictures reflect the wider world and diversity, and children take part in the celebration of cultural events throughout the year which encourages their understanding of similarities and differences through their play. Throughout the inspection children were actively involved in water play outdoors, using a variety of paintbrushes, buckets, chinks and small world figures. They enjoyed painting the walls and floor and observing how it evaporated in the sunshine. They drew using the chinks, noting the difference to the chinks when dry and wet and were constantly reminded of the need to take care when splashing barefoot in the pools of water they had created.

Children access the garden regularly and enjoy planting and growing seeds and flowers, watering them, monitoring their growth and observing the changes when given plenty of water and sunlight. Their independence is continually encouraged and they are relaxed and confident within the daily routine. Children enjoy playing the instruments and improvise with junk materials to make their guitars and pretending to play them while listening to their favourite music. Children enjoy developing their physical skills when using climbing equipment at the park and the groups they attend. They play in a safe environment and are continually reminded how to keep themselves safe. They understand the importance of following safe routines when crossing the road and their understanding of stranger danger is encouraged through discussion. Children are constantly supervised, ensuring their continued safety and well-being.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----