

Inspection report for early years provision

Unique reference number	EY252796
Inspection date	29/02/2012
Inspector	Anahita Aderianwalla
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.

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Description of the childminding

The childminder was registered in February 2003. She lives with her husband and two children aged 11 and 14 years old. Their house is in a residential cul-de-sac in Seer Green. Childminding takes place on the ground floor only. There is a garden available for children's outside play. The family has one pet dog. The childminder may care for no more than five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently five children on roll in the early years age group. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She has a National Vocational Qualification at level 3 in Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming home environment for children. Strong partnerships with parents support continuity of care as the childminder respects home routines and children's individual needs. Children's welfare is promoted through the implementation of secure policies and procedures which help to keep them safe. Children overall, are making successful progress towards the early learning goals as the childminder provides a varied range of experiences that reflect their interests. The childminder supports diversity and inclusion well, including helping to promote children's understanding of the wider world. The childminder has developed secure self-evaluation and assessment systems demonstrating a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the systems for observations to consistently identify children's learning priorities.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge of child protection issues and the correct procedures to follow should she have a concern about a child in her care. Her written policy, outlining procedures she would follow, are effectively shared with parents, who sign to show they understand her responsibilities. Written risk assessments enable the childminder to monitor children's safety at home, in the garden and on various outings in the local community and places of interest.

Children are supervised well and the childminder has safety equipment in place creating a safe environment where children can move freely.

The childminder ensures that a select variety of resources are available to the children that are linked to their interests and promote their learning. The childminder makes good use of her garden so that children are able to experience a wide range of learning opportunities, from imaginative play to physical play. The childminder is a positive role model. She is gentle and calm in her approach and the children respond well to this as they learn to share, take turns and think of others' needs as well as their own. The childminder raises children's awareness of difference and diversity through positive discussion. She also provides a wide range of resources that introduces them to different abilities, cultures and backgrounds. The childminder promotes successful working partnerships with parents which contribute to children's well-being. Parents receive useful information about their child's provision and are asked to share information, when new to the childminder's care. As a result she is able to offer suitable learning experiences for children to support their skill acquisition and move them on in their learning and development. They are well informed about what their child has been doing through daily records and discussions with the childminder. She shares learning profiles with parents and creates photographic records of events and activities that children participate in. It is clear through parents' letters of thanks and appreciation that they are happy with the care their children receive.

Systems to share information with other early years settings that children attend, are robust. The childminder liaises with the nursery and schools and shares planning to ensure children's continuity of learning and care are constant. The childminder is keen to offer a good quality service to benefit children and their families. The childminder regularly attends training to update her knowledge of relevant childcare practice. She has recently completed a National Vocational Qualification at level 3 in Childcare. This has had a positive impact on the children in her care, who are now encouraged to become more involved in their play and learning. The childminder's systems of self-evaluation identify strengths, weaknesses and areas for improvement enable her to address issues as they arise.

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

The childminder completes regular observations and demonstrates knowledge of the Early Years Foundation Stage framework. Each child has their own learning journey and the childminder uses photographs, examples of their creative work and observations to plan the next steps in individual children's learning. Occasionally, the observations do not consistently identify children's learning priorities. She discusses with the parents to incorporate any ideas they would like to include. The childminder demonstrates knowledge of individual children's ages and stages of development and how she intends to help them progress in all areas of their development. Children are very happy and settled in the childminder's care. They explore with great confidence, cuddle up to her with affection and remain active and involved throughout the day. They are developing good

independence through managing their own self care and actively helping the childminder.

Children communicate their thoughts and feelings very well. They express their happiness through their frequent laughter and shared jokes and talk continually throughout their play. They mark make and have independent access to story and reference books. Children are learning about numbers, shape and size. They count aloud in their play, can name shapes and use the correct language to describe different sizes. Children are very involved within the local community through attending regular sessions each week, playing with friends and making good use of the local facilities. They learn about living things, for example, through walking in local parks and learning about the pet, African snails, their habitat and what they like to eat. Children use their imaginations well with a wide range of role play and small world activities that are available for children to use.

Children are confident learners as they decide what they are going to do. They are very interested in the toy kitchen, nappy changing unit and magnetic puzzles. They use role play equipment and create imaginary scenes with a selection of dolls, wipes, bottles, nappies and a baby changing unit. They also explore different media and materials in sensory activities, to model and mould, paint, draw, cook and create collages. Children are learning about safety, as they practice the evacuation procedures to ensure they are familiar with what to do in an emergency and tidy up after play. Children's behaviour is good given their age and stage of development. They are developing good relationships with their peers and the childminder. Children know and understand the boundaries because the childminder gives clear explanations. For example, some children find it difficult to share a particular toy. The childminder suggests taking turns supporting them in passing it to the other child. Children have opportunities to learn about the wider world developing understanding of valuing differences through books and various resources. For example, children play with an interactive book and pen that allows them to point to different places around the world and learn about the individual country, its climate and what the people wear and eat. Children learn about healthy lifestyles and follow good hygiene practices such as washing their hands after toileting and before meals. Good nappy changing procedures are in place to ensure that children are comfortable. In addition, children enjoy playing in the garden, and riding wheeled toys, sand and water trays, and a selection of balls and games, creating different learning opportunities in the outdoor environment.

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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