

Inspection report for early years provision

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Inspection date	12/08/2010
Inspector	ISP Inspection
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 registered in 2003. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may provide care for a maximum of five children at any one time, three of whom may be in the early years age group. Care is offered throughout the year on a part-time basis. There are currently five children attending, three of whom are in the early years age group.

The childminder lives with her husband and their two young children aged five and eight years. Their home is a modern five-bedroom-detached property in the Abbeymead area of Gloucester. The whole of the premises are available for childminding purposes and there is an enclosed garden available for outdoor play. There are shops, schools and local amenities within walking distance.

The childminder is a member of the National Childminding Association and has completed mandatory training. She holds a current first aid certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the childminder's care, and consequently make good progress in all aspects of their care and learning. Well-considered arrangements are effectively implemented so children are kept safe from harm and their welfare is actively promoted. Working partnerships with other professionals and strong links with parents promote the sharing of relevant information and contribute to the good quality care provided. Systems for self-evaluation are effective in identifying areas for improvement and the positive action taken to address these areas ensures that good outcomes for children are promoted.

What steps need to be taken to improve provision further?

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

- when children attended more than one setting ensure that learning and development records are regularly shared

The effectiveness of leadership and management of the early years provision

Children's safety is given a high priority. Arrangements for dealing with safeguarding issues are clear and effective. The childminder has a good knowledge and understanding of the subject which means that she is well placed to ensure that children are appropriately protected should a concern arise. Supervision levels

are good and a thorough risk assessment programme effectively identifies and addresses potential hazards. This results in a safe and secure environment in which children can play and learn.

The setting is very well resourced with a wide range of toys and equipment readily available for children to use. Open play space is provided a separate room for sleeping means that young children can rest without disturbance. Good use is made of the available time as the childminder allows children to take a lead and make choices for themselves. She responds to their individual needs rather than maintaining a set timetable.

Children's individual needs are well met. The childminder takes considerable care to speak with parents before care commences to ensure that she is well informed. Her careful planning of the environment and the daily activities contribute to the inclusivity of the provision. Developing partnerships with other professionals, such as teachers, mean that some relevant information is exchanged. But, developmental records are not yet shared in order to establish a full picture of children's achievements.

Arrangements mean that parents are well informed about the provision, and their children's progress. High quality written information is provided and regular conversation allows parents to share details about children's changing needs and interests. Consequently, parents speak very highly of the provision, stating that they are 'extremely happy with the care and facilities provided'.

The childminder has a clear commitment to ongoing improvement. She is pro-active in seeking parents' views and using their suggestions to improve the quality of the provision. Children also have frequent opportunities to suggest ideas and to plan their own activities. The recommendation made at the last inspection has been appropriately addressed, which means that young children now have access to a wider range of natural resources to promote their sensory development.

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

Children make good progress in all aspects of their learning and development and are positively gaining the skills they need for the future. Learning is effectively supported as there is a strong emphasis on planning for individual children's needs and interests. Starting points are suitably assessed using relevant information from parents and the childminder's own observations. This means that there is a firm basis for future planning. Children's progress is well documented, using photographs, observations and examples of their work to give a clear picture of their achievements. A wide range of interesting activities, both in and out of doors, are provided throughout the day. This ensures that children are appropriately engaged and stimulated. They display a positive attitude to learning and are keen to explore and investigate. They have high levels of self-esteem and respond well to appropriate praise. They use language for communication as they talk freely with the childminder, confidently discussing their activities and interests. Activities,

such as cooking provide enjoyable opportunities for the development of problem solving, reasoning and numeracy skills. Gardening activities and outings to the nearby park promote children's knowledge and understanding of the natural world. Music and singing routinely accompany daily activities, such as hand-washing and preparing for meals.

Children feel safe and secure in the setting. They are reassured and comforted by the childminder's presence and are happy and confident in her care. They develop a very good understanding of how to keep themselves safe as the childminder encourages them to think about their own safety as they play. She ensures that children know what to do in an emergency situation as evacuation drills are well practiced. Healthy lifestyles are readily adopted as children learn good hygiene practices, such as hand-washing before meals. They spend time out of doors regardless of the weather, as they learn how to dress appropriately for the conditions. Children enjoy a healthy and well-balanced diet because the childminder encourages the inclusion of healthy options in their lunch boxes and makes sure that fresh fruit is readily available for snacks throughout the day.

Children willingly take on responsibility, for example, older children show great care and consideration for the younger ones. Behaviour standards are high as the childminder has clear expectations and sets a positive example herself. Children play cooperatively together as they share resources willingly and enjoy each other's company. They play an active role in the wider community through their involvement in local playgroups and the school.

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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