

Inspection report for early years provision

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Inspection date	03/03/2011
Inspector	Hilary Tierney
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 2003. She lives with her partner and three children aged eight, six and four years, in a three-bedroom, semi-detached property in Stroud. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of four children under eight years, of whom, no more than three may be in the early years age group at any one time. She currently has five children in the early years age group and four children over six years on roll. The childminder takes and collects children from the local school and attends parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children have been attending the childminder's for some time and as a result they are confident, happy and comfortable in the childminder's home. Good relationships have been built with both the children and their families. As a consequence children are progressing well in all areas of learning and development. Detailed policies and procedures are shared with parents. The partnership with other early years providers are in their infancy. The childminder has completed the self-evaluation process and has clearly identified areas she would like to develop, which include some development with observations and assessments on the children. The plans for the future are targeted well to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to help continue to meet children's individual needs by the use of sensitive observations, that include children's starting points, interests and next steps and which are linked to the planning of activities
- develop systems to link with other providers, when children attend them, to ensure that children's learning and development records are regularly shared.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are robust and understood by the childminder. She is very clear about what to do if she has any concerns about

children in her care which help her identify children at risk. The environment is safe and supportive and children are taught to keep themselves safe as they play. Robust risk assessments contribute to keep the environment safe. All necessary written parental permissions are in place and the premises are secure.

Resources are easily accessible and used effectively to support children learning and development. Children achieve as a result of the caring environment they are in and the good relationships they have developed with the childminder. The childminder has a good awareness regarding how to promote equality and diversity within the community. She has a good understanding about the children's backgrounds and how to support the families. She has a good understanding about how to help children learn about the world around them.

There is a good partnership with parents'. The childminder provides a detailed brochure for parents that include her policies and procedures. Extremely detailed information is shared with them through both daily sheets and verbal communication when they collect and leave their children with the childminder. Children's learning journals and scrap books including photographs are shared with parents regularly which helps them feel involved in their child's learning. The childminder asks parents for their views and uses their comments to improve practise. Parents' comments are very positive about the care provided and the childminder and her home. Partnerships with other early years settings have yet to be fully established as children in the childminder's care do not attend any, however the childminder demonstrated a satisfactory understanding about the procedures she would follow to develop these links when children start attending.

The childminder has completed the self-evaluation process and has clearly identified areas to improve. She has effectively identified that the links between observations and assessments on children have not fully identified the children's next steps and that these need linking to the general planning of activities to help her continue to meet children's needs. The childminder demonstrates a clear commitment to provide good quality childcare.

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

Good quality interactions and well organised routines help children feel safe and secure in their surroundings. They are happy, confident and feel at home with the childminder. Children have been attending for a long period of time and understanding the rules of the home well. They are polite, show care and concern for each other and the childminder. They have good self-esteem and a sense of belonging. Children are motivated and interested in a wide range of activities that keep them fully engaged in their play. They are able to make choices about what they would like to do and their interests are supported well. For example, the children request to ice biscuits again and they thoroughly enjoy this activity, talking about the shapes of the chocolate pieces they are putting on the biscuits, the colours of the icing and counting how many they have. Children enjoy making biscuits for their parents and the childminder's family.

Children are able to develop their role play and interact well together as they play. They dress up and walk around the room pushing their prams taking their 'babies' for a walk. Children enjoy looking at books and sit well as the childminder reads to them. These are easily accessible for the children. Children enjoy playing with small world resources and develop their imagination well as they play with the dolls house and cars. The children enjoy playing with play dough they roll, cut and knead the dough developing their creative skills. The childminder asks them open questions to help them learn and problem solve. Children are able to count confidently and recognise colours and shapes as they play.

Children are beginning to learn about good personal hygiene practises. They are encouraged to wipe their hands with anti-bacterial gel before eating and they enjoy healthy snacks and meals provided by the childminder. Children have regular access to fresh air and exercise. They regularly visit the nearby park where they are able to develop their physical skills and begin to learn about regular exercise as part of a healthy lifestyle.

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	3
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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