

Inspection report for early years provision

Unique reference number	EY274381
Inspection date	24/01/2011
Inspector	Denise Smith
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 2004. She childminds at the home of another registered childminder. The whole of the premises are used for childminding purposes. Children have access to a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, of these no more than two may be in the early years age range. In addition, when working with another childminder at the above premises she may care for five children, all of whom may be in this age group. She is currently co-minding five children in this age group, who attend on a full and part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently co-childminds three children in this older age range.

The childminder drives and walks to the local school and attends the local groups. The family has a cat. The childminder holds a Level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, welcoming and homely environment for children. She effectively identifies and supports their welfare needs and provides a wide range of opportunities for children so they make good progress in their learning. Positive relationships are formed with parents and carers, enabling the childminder to accommodate their wishes when planning for the children's care. Resources are well deployed providing children with easy access to a wide range of play and learning experiences. The vast majority of the required documentation is in place and the childminder evaluates her practice, demonstrating a strong commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop further the evaluation of practice so that highlighted actions can be effectively targeted to improve outcomes for children
- develop further the use of observation and assessment so that highlighted next steps can be effectively incorporated into planning
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

Children are kept safe in the childminder's care. She is knowledgeable about safeguarding issues and understands the procedures to follow should she have any concerns about the children in her care. A commitment to training ensures that her knowledge in this key area remains up to date and the policy in place underpins the care and welfare of the children. The childminder carries out regular risk assessments of the home and takes action to minimise any risks to children. She is able to describe how she effectively identifies and minimises any risks when on outings with children, but does not currently record this which is a requirement to ensure children remain safe. Clear policies support her practice and are shared with parents. This provides clarity to parents about the service provided and the quality of the care and learning they can expect their children to receive. Documentation and information pertaining to children and her childminding are generally kept up to date and effectively promote positive outcomes for children.

The childminder ensures that children have easy access to a wide range of age-appropriate toys and equipment that cover all of the areas of learning. Children's independence is fostered well as they make choices in their play. For example, one child decided to play with the dressing-up clothes as something in the dressing-up box caught the eye. This led to other children joining in the game and their play deviating off in a different direction, supported by the childminder.

Positive relationships have been established with parents and carers. Information is gathered and shared in a variety of ways. For example, information about children's individual interests and needs is collected enabling her to adapt the care provided according to their individual needs. Parents are kept up to date with children's progress and activities on a daily basis, both verbally and in writing. The childminder is experienced in caring for children who may have special educational needs and/or disabilities and demonstrates a clear commitment to supporting all children in her care. She has systems in place to ensure that the continuity of care and education for children is maintained when they attend other provisions and for liaising with other childcare professions as required.

The childminder is keen to make sure she builds on her childcare qualification and remain up to date with current thinking. She attends local courses and continually reflects on her practice in order to improve outcomes for children. Parents contribute to this process, providing feedback on the care and learning their children receive. The childminder is in the process of establishing an effective written review system of how she delivers the early years foundation stage, but has not yet formulated this into targeted areas for improvement.

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

Children make good progress in their learning because they are supported by a knowledgeable childminder who understands how children learn. Children take part in a broad range of exciting activities which cover the six areas of learning. The childminder observes children as they play and records these in journals of children's progress. However these observations do not clearly link to their identified next steps of learning and the planning process. Despite this, children are having fun and are clearly progressing in their learning. The childminder takes children on many outings to socialise with other children or to visit the local environment. For example, they take their scooters and trollys to the local park to play. This provides opportunities for fresh air and exercise and to develop an understanding of their local community. Children take part in celebrations that are relevant to their culture and play with resources which underpin their understanding of difference. They look at books, handling them appropriately and develop their language skills as they comfortably chat to the childminder and their peers. They grow sunflowers and cress to learn about growth and the need to care for living things and they bake flapjacks which they take home to their families.

Children have easy access to mark-making equipment and they draw, paint, cut and stick as they make models. They make their own play dough and use tools to manipulate the dough and develop their dexterity as they squish and press the dough. Babies are able to reach for a range of toys, encouraging them to be mobile. They press buttons on the cause-and-effect toys and happily snuggle with the childminder when they require comfort.

Good hygiene practice within the home teaches children to develop healthy lifestyles. They see the childminder washing her hands and they in turn wash their hands at appropriate times. Snack time is a social occasion with children sitting together. They learn good manners and happily eat the food provided by their parents. Drinks are replenished throughout the day to ensure children do not become thirsty. Children behave well and learn about taking care of themselves and of others. As a result, they feel safe in the childminder's care.

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met