

Inspection report for early years provision

Unique reference number	EY285013
Inspection date	16/11/2011
Inspector	Mrs Anne Sheldon
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 lives with her husband and child, aged nine years, in the village of Wilstead, in Bedfordshire. The ground floor of the house and one bedroom are used for childminding and there is a fully enclosed garden and patio for outside play.

The childminder is registered on both the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children at any one time. She is currently minding four children under five years part-time, and four children over five years before and after-school.

The childminder walks to local schools to take and collect children. She attends local parents and toddler groups. She is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. She is a member of the National Childminder Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a secure and welcoming environment in which children thrive and are making excellent progress. Children's welfare is safeguarded as the childminder is clear of her roles and responsibilities. Children are generally encouraged to adopt a healthy lifestyle, but hygienic procedures are not always followed and the childminder has not registered with the Local Authority Environmental Health Department. Partnership with parents and carers is effective as is partnership with other professionals ensuring continuity of care. The childminder is reflective, identifying her strengths and areas for improvement and is positive about sustaining a generally high quality programme.

What steps need to be taken to improve provision further?

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

- ensure that responsibilities under food hygiene legislation, in relation to registration with the relevant Local Authority Environmental Health Department are met.
- improve hygiene practices with particular reference to hand washing before all meals and snacks.

The effectiveness of leadership and management of the early years provision

Broad ranging systems are in place to safeguard children and promote their welfare supported by effective policies and procedures. The childminder is very

knowledgeable about the local safeguarding board procedures and the signs and symptoms of abuse. Criminal Records Bureau checks are carried out on all adults ensuring the safe vetting of the household's members. Detailed risk assessments, extensive daily checks of the premises and equipment, ensure that hazards in the environment are identified and addressed promptly and children can move safely about the premises. The childminder has devised a clear procedure for evacuating her property and fire drills are practised regularly. She has not registered with the relevant Local Authority Environmental Health department.

The childminder has a deep knowledge and understanding of the Early Years Foundation Stage Framework, which she uses extremely well to support children's learning. As a result, they are making excellent progression from their starting points. The environment is inviting, bright and well-organised. A varied range of well-maintained resources are laid out to ensure that they are accessible to children so they can make choices and develop independence. Extremely good use is made of local facilities, such as the library to supplement the collection of books. Visits to various social groups extend children's social skills and increase their confidence.

The childminder demonstrates a genuine enjoyment for her work. She is committed to providing good quality childcare and reflects on and evaluates her practices, making thoughtful improvements where necessary. Partnership with parents and carers and other professionals to support the needs of the children is given priority. The childminder shares written information with other providers the child attends, so they can work in harmony to support progress. Parents are encouraged to share information about what their children do at home and the childminder keeps them fully informed and involved in their children's learning and development. Parents comment that they, 'could not wish for a better childminder.' They say that she 'is excellent at organising fun age-related activities'

The childminder has a deep knowledge of children's backgrounds and needs. This enables her to plan activities to help children understand that people have different needs, views, cultures and beliefs, which need to be treated with respect. Children benefit from and enjoy discussion about how different people are.

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

Children are confident, relaxed and very happy in the safe and welcoming environment. All of the children thrive in the supportive atmosphere. They engage in animated, purposeful play displaying a sense of really knowing and trusting the rhythm and routine of the day. Behaviour is exceptionally good. Children are given very clear explanations and are encouraged to use good manners, and as a result, they are very polite. Praise is given for achievement and children bask in their success. They are learning to respect and listen to one another developing strong skills for future economic well-being. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the childminder makes effective use of books, conversations and activities

to introduce new ideas and promote diversity. Children receive individual attention appropriate to their age and stage of development.

The childminder is committed to providing the highest quality of learning and development experiences. She has high expectations of the children she cares for and they respond positively. They are interested in and excited about learning. The balance between adult and child-led activity, actively supports the development of independence and fosters learning and development. The childminder uses her wide-ranging knowledge of childcare to carry out daily observations of children, noting progress and planning for their next steps in learning linked to the learning goals. As a result, they are making excellent progress from their starting points in all six learning areas. Children's love of books is exceptionally well-fostered, through wonderful, cosy story reading sessions, which, include the children reading the story after the childminder has finished. Interesting conversations about a wide range of topics throughout the day, such as, different animals and names of exotic fruits, builds vocabulary. Problem solving, reasoning and numeracy is given strong consideration. Every opportunity to count during the routine of the day is maximised and older children understand one to one communication, which is well demonstrated in their counting during play. Trips to the zoo, farms and local nursery for example, deepen children's knowledge of the world around them.

Children are actively learning about staying safe in their environment all the time, as the childminder gives them clear explanations and refers to their safety. They help to sweep up after a messy activity to prevent slipping. Healthy eating is given strong consideration. Healthy snacks and meals, which include vegetables and fruit are provided. Drinking water is available throughout the day so children remain hydrated. The childminder talks about healthy food with the children as they enjoy sociable meal times together. Good habits, such as washing hands take place prior to lunch, but not at snack time, failing to reinforce the importance of good hygiene practices. Children have extensive opportunity to enjoy fresh air when walking to school daily, playing in the safe outdoor area and visiting local parks. They have ample opportunity to run around and move in the environment, in doors and outdoors, and on regular walks and outings, they are developing control of their bodies.

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	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	1
The extent to which children develop skills for the future	1

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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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