

Inspection report for early years provision

Unique reference number	EY291687
Inspection date	09/10/2009
Inspector	Andrea Ewer
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2004 and is on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. There are currently 4 children on roll, three of whom are in the early years age range.

The childminder lives with her husband, and their two daughters, aged 13 and 11 years, in a house in Dunstable, Bedfordshire. Shops and schools are within walking distance and the childminder regularly takes children to groups for children under five years.

The childminder holds a National Vocational Qualification at level 3 and is currently working towards the Open University Early Years Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder who provides a warm, homely environment where they feel safe. The childminder recognises the uniqueness of each child and works hard to ensure their individual needs are met. Effective safeguarding procedures ensure children are fully protected from harm or neglect and the written risk assessment shows active steps are taken to minimise potential hazards and reduce the risk of accidents. Partnerships with parents and the teachers of children attending school are overall, well established and promotes continuity of care and learning. Some effective systems are in place to evaluate the setting and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals to clearly show the progress children are making
- develop the use of self-evaluation further to support effective reflection on what has been accomplished so far and to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are happy and settled with the childminder who has a good understanding of the Early Years Foundation Stage welfare, learning and development requirements. They are fully safeguarded because the childminder has a secure understanding of child protection issues and has relevant documentation in place to support her to carry out procedures effectively. Enhanced criminal records bureau checks have been carried out on all household members over the age of 16 years and provides reassurance to parents that children are cared for by suitable

adults, as they are shared with them at the start of all childminding arrangements. The thorough risk assessment shows good attention is given to keeping children safe indoors, outdoors and during outings. For example, smoke alarms are fitted on both floors of the house and tested regularly, catches are fitted to drawers housing sharp cutlery and cords on the blinds are out of children's reach.

Well maintained records, policies and procedures that support the childminder to meet children's individual needs and promote their welfare are in place, including written procedures for complaints, child protection and equal opportunities. Emergency contact details and children's specific medical, dietary or cultural needs are recorded to ensure their welfare is promoted. The childminder also obtains useful information about children's interests, abilities and preferences at the start of all childminding arrangements which she uses to plan suitable care and learning opportunities that supports each child to build on skills they already have. Activities and resources are equally accessible to all children and at times adapted to ensure they can all participate. For example, clues for the treasure hunt are either in pictures or written depending on whether the children can read or not.

Some good systems are in place to monitor and evaluate the childminder's setting. The childminder actively seeks parents views through the use of annual questionnaires that are then used to implement changes. Additionally she evaluates activities to build on children's interests and has a strong commitment to ongoing professional training and development. This contributes successfully to promoting outcomes for children. She does not yet, however, record her self-evaluation to support her to reflect on her achievements so far.

The childminder has developed very good partnerships with parents. The written contracts clearly set out expectations between them and effective communication in the form of daily diaries and regular discussions make sure they are both fully informed about children's welfare. The childminder is developing partnerships with other professionals involved in children's care and learning. For example, at times, she supports parents by taking very young children to the baby clinic to be weighed and feeds back to their parents and information is obtained from reception class teachers about what children are learning at school and the childminder provides activities to continue their learning during their time with her. This helps to ensure continuity and progression in children's care, learning and development.

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

Children are settled, content and feel valued in the childminder's care. They share friendly relationships with the childminder and are starting to form friendships with each other. They play well together and alongside each other and are starting to understand right from wrong. The childminder gives children frequent praise, encouragement and support and maintains regular daily routines which helps them feel secure. The childminder has a secure understanding of the requirements of the EYFS and implements it with confidence to ensure children make good progress in their learning and development. Children benefit from a stimulating

environment where they play happily and safely with the wide range of resources that promotes their learning in each of the six areas and contributes to their future economic well-being. They develop early communication, language and literacy skills as they become engrossed in stories that they listen to intently and answer the childminder's questions about the pictures, such as pointing out the wheels on the bus. Problem solving, reasoning and numeracy are regularly incorporated into everyday activities. Children count how many tools the character in the story has, up to five. They sing simple number songs and rhymes that are made meaningful through the use of props such as pictures of currant buns, pennies and flying saucers. They gain an understanding of weights and measure during simple cooking activities and solve problems as they carefully construct the train track before driving the trains around it. Children are developing a good understanding of the wider world. They have regular access to a range of resources that show positive images of people from around the world, including books, dolls and dressing up clothes and participate in activities that recognise their own and the cultural festivals of others including making a clover leaf picture for St Patrick's Day, diva candles for Diwali and St George's Day flags. This helps children appreciate our similarities and differences. Children enjoy visits to the local park where they feed the ducks, collect leaves and conkers and talk about the trees. They learn to care for living things as they handle and feed the rabbits.

Sensitive observations are carried out by the childminder which build on the information provided by parents to plan interesting activities that extend children's learning and development both as individuals and as a group. They do not yet, however, match the expectations of the early learning goals to clearly show children's progress. Older children contribute to planning activities during school holidays and at times children under five suggest their ideas for activities which shows they all make a positive contribution to the care and learning opportunities provided.

Children are cared for in a homely environment that is well-organised to allow them to play safely as they participate in a wide range of stimulating activities. They start to learn how to keep themselves safe and behave in ways that are safe for themselves and others. For example, they understand they must put some toys away before taking others out to prevent accidents and enthusiastically help to clear away after messy activities. Children are gaining a good understanding of healthy lifestyles. They develop their physical skills as they enthusiastically participate in music and movement indoors, use large play apparatus during visits to the park and move in various ways at the soft play leisure centre. The sample menu shows children benefit from healthy meals and snacks that contribute to their healthy growth and development and they start to understand the importance of good hygiene practises as part of everyday routines. The childminder holds an up to date first aid qualification and records that support her to maintain children's good health. These include written consent to seek emergency medical treatment or advice, accident and medicine records.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----