

Inspection report for early years provision

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Inspection date	14/12/2010
Inspector	Ann Austen
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 2006. She lives with her husband and two children aged three years and 11 months in the town of Leighton Buzzard, Bedfordshire. The childminder's home is close to the shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childcare purposes including toilet facilities. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an environment which is welcoming, nurturing and inclusive to all. Children make good progress in their learning and development, given their age, ability and starting points. They are happy, well settled and have equal access to the range of play equipment and resources. The childminder maintains effective records, policies and procedures which ensures the efficient management of the early years provision. Safeguarding arrangements are robust. Partnerships with parents are very positive and the childminder fully understands the importance of developing relationships with other providers and services to promote the integration of care, education and any extended service. Self-evaluation is used to evaluate practice and to identify areas for improvement .

What steps need to be taken to improve provision further?

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

- develop systems to ensure parental involvement in the ongoing assessment process.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are thorough. The childminder has a good understanding of her legal duties and responsibilities with regards to child protection issues. She has a good understanding of the indicator signs of abuse and is conversant with the procedures to follow to report concerns. Relevant

guidance documents are in place to support the childminder's practice. This ensures that children are well protected and given high priority at all times. Risks of accidental injury are minimised during indoor and outdoor activities because the childminder supervises the children well and carries out regular risk assessments of all aspects of her home. As a consequence the childminder successfully takes action to manage or eliminate risks. For example, a fire guard prevents children having access to the fire and a safe barrier ensures that young children do not have unsupervised access to the kitchen. This enables children to move around safely and independently. The childminder has up-to-date first aid knowledge. She ensures that children's well-being is sustained through the recording and monitoring of any accidents. Clear arrangements are in place for the safe administration and recording of medicines.

The childminder has an appropriate early years qualification and attends further training courses to continue to develop and enhance her current good practice. She is enthusiastic and demonstrates a genuine commitment to continually improve her daily practice and the overall quality of the provision. The childminder has developed a good range of policies and procedures covering different aspects of her care such as a complaints procedure. Each policy underpins her good practice. The childminder promotes sound inclusive practice to ensure that children's individual needs are met. She cultivates an environment of equality and respect where children receive attentive care and purposeful conversation. The childminder ensures that children are provided with a range of good quality resources and play materials which are appropriate to their age and stage of development. Ongoing self-evaluation, including the views of parents is used to identify strengths and areas for development in order to further improve outcomes for children.

The childminder is committed to ensuring that the service provided is inclusive for all families. Relationships with parents are highly positive. Parents are able to contribute what they know about their child so that their wishes are met and the needs of their child are promoted. A detailed portfolio is available to parents and they are well informed about their children's well-being and development. A daily diary is used to exchange information and parents have regular opportunities to review their child's development record folder. However, systems to encourage parents to contribute their comments are not fully established. Positive written comments from parents show they value the childminder and are happy with the service provided. The childminder is able to provide care and support to children who speak English as an additional language and children with special educational needs and/or disabilities.

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

Children are offered a broad variety of play opportunities that support them in making good progress towards the early learning goals. They learn at their own pace, have fun and are developing the skills to become active and inquisitive learners. Displays of the children's work and posters create a welcoming environment. The childminder has a good knowledge of the learning and

development requirements. She observes the children as they play and make assessments of their learning and development using the Early Years Foundation Stage guidance document to plan children's next steps. As a consequence plans are organised around each child's individual needs and interests.

Relationships are warm and caring, children are developing social awareness and a growing ability to share and be cooperative. This increases their sense of well-being and promotes their emotional development. Children are confident in the childminder's care. They interact, talk and negotiate with others with growing confidence and are learning to listen. Children are developing their appreciation of books, looking at these independently as well as listening to the childminder read a story. Through the provision of mark-making resources children learn to communicate with marks and pictures as they chalk, draw and paint. Children are encouraged to count, and older children count reliably to 10 with growing confidence. They sort and match items from the shopping bag, complete puzzles and learn about capacity and volume as they play with the water. The childminder successfully introduces mathematical language and helps the children recognise written numerals.

Children are learning to recognise colours and express themselves as they draw, colour and paint. They play musical instruments, dance, sing songs and rhymes and thoroughly enjoy imaginary play. For example, children pretend to stir the ingredients together to make a banana cake, prepare a picnic for the teddies and play imaginatively with small world resources, such as toy construction bricks and a train set. Children are beginning to appreciate diversity and are developing a positive view of society and the wider world. For example, children meet other children as they explore the local community and access resources which positively reflect people of other races, cultures and abilities. Children enjoy a variety of planned trips. They collect conkers on nature walks, learn about the lemurs and sea lions at the zoo, visit the farm and feed the ducks along the canal. This broadens children's range of experiences well.

Children are taught to be safety conscious without being fearful. They learn how to evacuate the premises in the event of a fire, how to cross the road safely and why it is dangerous to run indoors and climb on the furniture. Children respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. This is supported by the childminder who praises and encourages the children to play harmoniously together, to share and take turns.

Young children are content and settled because their health, physical and dietary requirements are well met. Children learn to keep themselves healthy by adapting good personal hygiene routines. They sing 'this is the way we wash our hands' as they clean their hands before snack and older children understand that they wash their hands to remove germs. This actively helps to sustain good levels of hygiene and prevents the spread of infection. Children's individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents. Children learn about healthy eating and have regular drinks to ensure that they remain well hydrated throughout the day. Children are learning how to move with increasing control and coordination and are developing their awareness of

space and others. They have regular access to the outdoors for fresh air and exercise. Children visit the local park and walk around the local community. They play bean bag and parachute games, push the buggies in the garden and learn to pedal the tricycles. A good range of activities effectively promotes children's hand-to-eye coordination and strengthens small muscles. For example, children handle appropriate tools as they dig in the sand and manipulate dough.

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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