

Inspection report for early years provision

Unique reference number	EY332879
Inspection date	08/10/2009
Inspector	Anna Davies
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.

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Description of the childminding

The childminder was registered in 2006. She lives with her husband and three children aged eight, six and four years in Biggleswade, Bedfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level and there are downstairs toilet facilities.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age group. She is also able to offer care to children aged over five years to 11 years and the provision is registered by Ofsted on the compulsory and voluntary parts of the childcare register. The house is within walking distance of local amenities such as schools, the library, shops and parks. The family have a pet hamster.

The childminder is a member of the National Childminding Association (NCMA) and a member of an approved childminding network, recently gaining accreditation to enable her to accept funding for early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and homely environment for the children she cares for ensuring their welfare and learning and development needs are effectively met. All children make good progress because the childminder has a secure knowledge and understanding about how to support and extend children's learning and development through the successful use of observations and individualised learning plans. She successfully promotes an inclusive service, working closely with parents and other providers to ensure children's individual needs are well met and respected.

The childminder is committed to maintaining continuous improvement, demonstrating this by recently achieving accreditation and working towards the Early Years Foundation Degree. She has clear systems of self-evaluation in place where she is able to identify her key strengths and further areas to develop and expand upon.

What steps need to be taken to improve provision further?

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

- develop systems of self-evaluation further to show how those areas identified for further development will be prioritised, monitored and evaluated to assess the impact they have on outcomes for children
- develop the recording of the monthly risk assessment to ensure that it covers

anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder has developed a secure knowledge and understanding about safeguarding children's welfare and the procedures to follow should she have concerns through attending training and through her role as a governor at the local school, taking responsibility for this area. Daily risk assessments ensure that the environment is safe and secure for children. For example, external doors are kept locked with the keys placed on an adult-height hook and a foot stool is placed in front of low-level glass shelves to ensure children cannot access them. The childminder conducts a monthly in-depth risk assessment of her premises. However, the record of this is not detailed enough to show how it covers everything with which a child may come into contact in each of the areas and rooms identified.

The childminder promotes equal opportunities for all children and provides for children's individual needs effectively. Play space is organised effectively with the childminder using clear planning methods to rotate her continuous provision to ensure children have access to a balanced range of toys and resources. The childminder takes time and effort to make use of and invest in extra resources such as the purchasing of items to enhance children's mathematical development as well as making use of library books, pictures and the internet to further enhance planned activities for children. The childminder is committed to her own professional development, attending many training initiatives. She builds strong links with parents and other providers, fully appreciating the importance of this in relation to promoting consistency for the children, especially when they attend more than one setting. Informative notice boards in the hallway and kitchen give parents key information about the setting. For example, planning for the current theme is displayed along with the menu for the week and information leaflets of interest. Good two way information is shared through the use of daily diaries for each child where parents have opportunities to share information about their child and the activities they have enjoyed for example, at the weekend. Parents have good opportunities to become involved in their children's learning; every three months they are able to contribute towards their children's assessment records, requesting areas that they wish the childminder to work on with their child. Parents speak very highly of the care and educational opportunities offered by the childminder.

The childminder has good methods in place to evaluate her practice such as completing the Ofsted self-evaluation form and working closely with her network coordinator with regard to all aspects of her childminding. She has a clear understanding of her strengths and areas that she wishes to develop in the future. However, these systems of self-evaluation do not yet show how those areas identified for further development will be prioritised, monitored and evaluated to assess the impact they have on outcomes for children. Good improvements have been made since the last inspection. For example, the provision of multicultural resources and activities has been much developed to ensure that children have

good opportunities to learn and appreciate diversity through their play. The childminder has fully embraced the introduction of the Early years Foundation Stage (EYFS) and securely uses this to underpin the good quality of care provided.

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

The childminder understands children's individual abilities and interests; children enjoy their activities with the childminder and they take part in range of stimulating play opportunities that help them to learn and develop. The childminder has a secure understanding of the Early Years Foundation Stage and is aware of children's individual developmental needs. She makes regular observations of children in their play and records them in their assessment files along with photographic evidence and examples of the children's work. Individual learning plans for each child ensures that their learning needs are identified and filtered into the planning as well as ideas for activities that will promote these aspects of learning; this ensures that activities are meaningful for children and that they build on what they already know and can do. The childminder supports children's learning through effective interaction and support; she spends all of her time with them, giving them opportunities to make choices and decisions for themselves and asking them questions to promote and extend their learning. She speaks clearly to them to help their language development and is enthusiastic when joining in activities such as sharing their bag of conkers, leaves and twigs that they have collected from home as they begin to learn about the natural world. This ensures that children have fun, enjoy their learning and make good progress.

Children feel a good sense of belonging as they see their art work displayed, share contributions from home and have their say about which activities and toys they would like to see on the planning or meals on the menu. Children are happy and settled in the childminder's care; they enjoy warm relationships with her and enjoy her company. Children behave well in response to the childminder's positive and consistent approach, frequently praising children for their efforts and achievements. They develop independence as they learn to wipe their faces themselves after eating and fetch their own shoes ready to go out. They have good mark-making opportunities such as drawing around their own and the childminder's hands and are developing their speech and language skills well because the childminder gives them good opportunities to think for themselves so that they are able to express their own ideas and thoughts and repeat key words, modelled clearly by the childminder. Young children are beginning to recognise familiar letters such as the letter that relates to their brothers Christian name. Regular visits to the local childminding network group enables children good opportunities to socialise. Problem solving, reasoning and numeracy is promoted and filtered through into general activities such as counting fingers as they are drawn around, matching pairs of socks together during a topic about 'clothes' and talking about the different sizes of leaves collected. Children have regular access to the computer to develop their information technology skills as well as to learn about information available to them such as looking at different styles of clothing that people wear during a recent topic. Children have regular opportunities to enjoy outdoor play, fresh air and exercise and a good range of play equipment

supports children's physical development. Outside, children can use tricycles, bats and balls, hoops and scooters whilst inside, they use DVD's to encourage movement and coordination. Children take part in many creative activities including dressing up; enjoying experimenting with different types of shoes, arts and crafts, role play and small world play.

Children learn about road safety when out and about in the local community and take part in discussions about the dangers of strangers. They practise regular fire evacuation drills and are reminded to pick small toys and items up from the floor so that they do not pose a risk to much younger children. Children begin to understand the importance of good personal hygiene from a very young age as they wash their hands before eating and independently wipe their own faces after eating. Reminder posters are displayed in the bathroom to show children the importance of good hygiene routines and the childminder ensures these routines are fun as they sing songs about hand washing together. The childminder has good procedures to prevent cross contamination. For example, she wears gloves during nappy changes and cleans tables effectively between art activities and sitting children down to eat snack at the same table. The childminder provides a good range of healthy balanced and nutritious meals and snacks for children and ensures that drinks are freely accessible to them at all times. She actively encourages them to lead a healthy lifestyle through discussion about healthy foods, themed activities and food tasting to broaden children's tastes. Children are encouraged to help shop for foods at the local supermarket and food market to buy ingredients. Effective records and written procedures are in place to ensure children's welfare is promoted and the childminder holds a valid first aid qualification to ensure that she is able to deal with minor injuries effectively.

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

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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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