

Inspection report for early years provision

Unique reference number	EY336903
Inspection date	24/11/2009
Inspector	Lorraine Sparey
Type of setting	Childminder

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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

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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 their two children, aged four and seven years in a three-bedroom semi-detached house. It is situated in the village of Woodmancote, approximately five miles north of Cheltenham. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family have two cats which have some contact with the children.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of four children may attend at any one time, of these, three may be in the early years age group. There are currently eight children on roll, of these, six are in the early years age group. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and takes children to the park and library. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and relaxed in the childminder's care. They are making good progress towards the early learning goals because the childminder has a good awareness of their individual needs and plans a wide range of activities tailored to them. The childminder is well organised in her documentation and all the required records are in place. The childminder has successfully addressed the previous recommendations and has implemented effective systems to monitor and evaluate the provision to ensure continuous improvement. Effective partnerships are developed with parents and other early years settings and information gathered is mainly used to support children's welfare and learning.

What steps need to be taken to improve provision further?

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

- develop the systems further to use information gained from parents and other early years settings to maximise children's learning

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder demonstrates a clear knowledge and understanding of possible signs and symptoms of child abuse. She is aware of appropriate procedures to follow in the event of a concern being raised. Detailed risk assessments are completed within the home and on outings to ensure the children's safety at all times. Any issues are immediately addressed. For example, she noticed the coping stones on the low-level wall were becoming loose.

These have been removed to ensure children's safety whilst playing in the garden. The childminder keeps records of who is living in the house and provides parents with information such as unique disclosure numbers. Visitors to the house are supervised at all times to ensure that children are not left alone with unvetted adults.

The childminder is very committed to training and implementing the Early Years Foundation Stage (EYFS) framework successfully. She has a clear vision for her setting and has recently joined 'Quality First' quality assurance scheme to help her in monitoring and evaluating her practice. The childminder regularly attends childminding groups where she shares good practice. In addition, the childminder implemented a questionnaire with parents to get a clear picture of their views on her provision. Any suggestions made have been taken on board.

The childminder develops effective relationships with parents and carers to ensure the children's individual needs are met and that the parents' views are respected. Detailed diaries provide parents with quality information about their child's time with the childminder. This is in addition to individual files which record children's progress in all areas of their learning. There are some systems to gather information about children's starting points such as informal discussions during the settling in period. Parents report they are very pleased with the care offered to their children. They feel the childminder is very good at communicating with them and their children are really happy in the childminder's care. The childminder has informal systems in place to share information with other early years settings to ensure a cohesive approach to children's learning. However, at times information gathered from parents and other early years settings is not always used to fully enhance children's progress.

The childminder uses the space available for children well. A good range of age appropriate resources are within easy access to encourage and support children's independence. Children confidently move between the various play areas depending on what they would like to play with.

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

Children enjoy their time spent with the childminder. She actively encourages them to make choices in their play and learning as they freely move around the well resourced play space. Children are motivated and interested in their learning. Toddlers enjoy trying to fit the number pieces into the inset puzzle and the childminder helps develop their language and numeracy skills by saying the numbers and repeating them. She encourages children to repeat the name of the fruits at snack time such as grapes, banana and raisins. Children benefit from the childminder providing good levels of support and constantly talking to them about their play. For example, a toddler enjoys playing with a noisy police car. The childminder supports them in putting a man in and out of the car and they smile as she turns the sound on. Children's physical development is promoted well. They use a range of resources in the garden and the childminder supports younger children in learning new skills such as walking by holding their hands and

encouraging them to step towards her. She claps and smiles as they succeed.

The childminder demonstrates a good awareness of the EYFS. She plans a good range of adult-led and child-led learning opportunities to cover all areas of learning. She completes daily observations and uses this information to plan the next steps in their learning. The childminder takes the children to various groups to promote their social skills and provide additional resources and play opportunities.

Children are learning about healthy lifestyles through the childminder being a positive role model and by her providing healthy and nutritious meals and snacks. Effective nappy changing procedures and good routines with regard to their sleeping means that children are comfortable at all times. Children are learning about safety issues. For example, a toddler climbs onto the settee and the childminder immediately stands behind them. She tells them to be careful but allows them to test out their newly found skills. Children practise the evacuation procedures on a regular basis to ensure they are familiar with how to exit the building in an emergency. Children's behaviour is appropriate to their age and stage of development. They respond well to the childminder's consistent use of praise and encouragement and are learning how to share and be considerate to their peers. Children's individual needs are catered for through well planned activities and they have opportunities to celebrate a range of festivals to increase their awareness of the wider world.

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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