

Inspection report for early years provision

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Inspection date	17/05/2012
Inspector	Jenny Read
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 has been registered since 2008. She lives in the Hesters Way area of Cheltenham, close to a family centre, children's centre, Hesters Way Primary School and Arthur Dye Primary School. The whole of the house is registered for childminding. The main areas used include the sitting room, kitchen, lobby, conservatory and upstairs toilet facilities. The sitting room is used for sleeping. There is a fenced rear garden with grass and patio areas for outside play. The family has racing pigeons housed in lofts in the garden.

The childminder works with an assistant and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any time, of which three may be in the early years age group. When working with an assistant, the childminder may care for up to six children under eight years, all of which may be in the early years age group. There are currently nine children on roll in the early years age group attending on a full- and part-time basis. Additional care is provided for children in the later years age group, before and/or after school during school term times and during school holiday periods. The childminder receives funding for the provision of free early education for children aged three years. She holds a Diploma in Nursery Nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very active, inquisitive learners who make good progress in developing the skills that will help them in the future. Detailed observation and assessment are used effectively to track and monitor progress and overall information is used well to inform future planning. All children show that they are developing an excellent understanding of how to keep themselves safe and healthy. The childminder places the promotion of equality and diversity at the heart of her practice and outstanding relationships with parents enable them to take a very active part in the setting and their children's learning. Good partnerships with other providers and agencies supporting children safeguard them effectively and promote continuity and progression. Self-evaluation is mostly effective and the childminder has good understanding of the strengths and weaknesses of the provision, showing vision and drive by successfully making and sustaining improvements.

What steps need to be taken to improve provision further?

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

- develop further the methods of self-evaluation to ensure they are fully reflective of all service users' views and ideas
- review activity planning to rigorously identify clear links to individual children's next steps

The effectiveness of leadership and management of the early years provision

The enthusiastic and highly dedicated childminder promotes children's care and learning needs successfully because she has the skills and expertise to provide good quality care for children. The childminder takes robust steps to safeguard children. She is confident in identifying any child at risk of harm and has thorough knowledge of procedures to follow with any child welfare concerns. Children play in a safe and supportive environment because the childminder is vigilant, safety aware and implements thorough risk assessments. The childminder maintains records and documentation well to promote children's welfare and the safe, efficient management of the setting.

The childminder is highly effective in integrating all children within the setting through exceptional knowledge of each child's backgrounds and needs. Children engage in an excellent range of innovative activities and experiences that help them to value diversity and learn about the society in which they live, for example, by making a game for a Hindu festival, tasting food and listening to music from around the world. They participate in the Olympic torch relay celebrations and access an extensive range of artefacts and dressing up outfits, all of which significantly enhances their learning.

Children benefit from ample space to play and learn and free access to indoor and outdoor play. The premises are secure, generally well maintained, and some reorganisation of resources and different play spaces is starting to take place. Recently, in response to children's interest in writing, the introduction of a book area and mark-making area has improved the facilities for children and encouraged their access. This demonstrates the childminder's ability to drive and secure improvement well. Resources are fully sustainable through good use of the local environment and household recyclable materials, and by devising homemade games. The childminder is very reflective and makes good use of self-evaluation, parent questionnaires and other quality checks to analyse the quality of provision and outcomes for children. Although systems to seek all children's views and ideas are in their early stages, the childminder identifies strengths and areas for improvement successfully to channel her efforts to good effect. For example, she has devised a new parent questionnaire to obtain greater feedback and become an accredited childminder, enabling further improvements for children.

The childminder is proactive in establishing good links with other settings children attend. Good use of a communication diary scrapbook, which includes some photographs and useful details about children's learning and next steps,

encourages a two-way exchange of information to promote children's achievements and progression. Parents are heavily involved in decision-making on key matters affecting their child and the setting through excellent relationships and highly inclusive systems of communication. The comprehensive prospectus, regular newsletters, notice boards and detailed induction meetings provide parents with extensive information about the setting. Parents are extremely well informed about their children's achievements and learning, through frequent parent meetings and informative daily diary sheets. This enables parents to review their children's learning journey, talk about their progress and next steps, and gain tailored guidance and information about precise ways they can support their children's learning at home.

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

Children are very happy, confident and feel safe because their health and safety are promoted exceptionally well. They understand and adopt healthy habits and develop excellent independence in their personal care. Children regularly wash their hands and understand extremely well why they need to use soap and clean thoroughly between their fingers. They enjoy an excellent range of healthy, wholesome, home-cooked meals in good quantities. Impressive knowledge of each child's individual health care needs enables the childminder to use appropriate ingredients during meals and cooking activities to enhance their inclusion effectively.

Children show an exceptionally strong sense of security. High quality interaction and exemplary tailoring of daily routines to meet their individual needs support this. Daily discussions about the risks and rules for safe play, excellent explanations and questioning and frequent practices of the escape plan significantly enhance children's understanding of safety issues. As a result, they know what standards of behaviour are appropriate in order to keep themselves safe. The children laugh and have fun with the childminder as they play, showing good levels of self-esteem. They enjoy regular cuddles and respond positively to frequent praise and encouragement, which nurtures their emotional well-being. Children help to devise the rules for acceptable behaviour; this encourages them to begin to collaborate and co-operate with their friends. They learn to care for living things as they make bird feeders and plant potatoes and other vegetables to eat. Children tend and observe their sun flower seeds as they grow. They closely monitor them and plot their growth, regularly measuring and comparing their height.

Systems to track and monitor children's progress and learning are effective. The childminder implements daily observations and uses these successfully to inform assessments and children's next steps. Thorough knowledge of children's interests enables the childminder to plan stimulating activities and experiences that engage and motivate their learning. Termly summary progress reports provide good

information about children's ongoing progress and identify clearly children's next steps across some areas of learning. The childminder is beginning to link these more successfully to the activity planning to indicate more rigorous links to individual learning.

Children thrive and make good progress in their learning and development. They have fun experimenting, using various media to investigate concepts of light and heavy, floating and sinking, and wet and dry materials. Introducing different materials, such as lace, pinecones, shiny objects or furry items, motivates and extends children's interest and sensory experiences further. The childminder facilitates their learning skilfully through effective support and excellent questioning and interaction. She talks about children's play as they move the trains around the track and repeats words back to enable them to hear words correctly. Children show interest in mark making and writing for a purpose, as they experiment with different writing materials. They write shopping lists and other lists during role play and learn to write recognisable letters of their name on their pictures. Children laugh together as they make shapes using their hands and respond positively to the childminder's interest. The childminder names the shapes they make and cleverly extends their play and learning by encouraging them to experiment with shapes that are more complex.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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