

Inspection report for early years provision

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Inspection date	01/03/2011
Inspector	Rebecca Hurst
Type of setting	Childminder

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E: enquiries@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.

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 2006. She lives with her partner and two children aged six and eight years. The two ground floor reception rooms and bathroom are used for childminding. There is a small courtyard for outside play. There are shops and transport within walking distance.

The childminder may care for no more than five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently two children on roll who are both in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. The childminder's knowledge and skill helps to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Policies and procedures are well written, enabling the childminder to support and protect children. This helps to ensure that the individual needs of all children are met. The childminder understands the importance of evaluating the provision to improve the services she provides to the children, however it is still in its infancy as parents' views are not fully sought and recorded. The fire drills are not fully evaluated.

What steps need to be taken to improve provision further?

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

- record the details in a fire log of any problems encountered and how they were resolved when carrying out fire drills
- enhance the evaluation of the planned activities and to record the children's developmental starting points to bring about positive outcomes for children
- work with the parents to develop systems to identify the settings strengths and weaknesses to provide positive outcomes for all children

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection and how to safeguard the children in her care. All adults over the age of 16 in the home have full Criminal Records Bureau checks carried out. Risk assessments are carried out

to ensure the children stay safe within the home and on the various outings the children attend. Fire drills are carried out, but are not fully evaluated and recorded. Consequently, it is not clear what action has been taken to rectify issues and problems within the evacuation process.

Resources are available for the children to self select and the childminder gives the children a good range of activities and resources to choose from which enhances the children's emerging independence skills. The childminder ensures the children learn about festivals and celebrations at a level they can fully understand. This ensures the children are learning about the wider world around them. The childminder talks calmly to the children and given the children ages and stages of development they are well behaved.

Good systems are in place to communicate with parents and other agencies to ensure continuity of care for the children being looked after. Parents receive a detailed newsletter which keeps them up to date with what is happening within the setting and changes to the children being cared for. This ensures they feel apart of the setting. The childminder's self-evaluation is currently in its infancy. She is able to highlight her strengths within the setting and the areas she wishes to improve upon. However, parents views when sought are not fully evaluated and recorded in-order to use the information when enhancing the provision.

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

Children are happy and settled whilst they attend the childminders. The children receive lots of support from the childminder and she is at hand to offer guidance and cuddles of reassurance should the children require it. This aids the children's settling in and builds on their confidence levels. The childminder plans well to meet the children's individual developmental needs. Planning is evaluated to show how it went with the children, but it isn't evaluated to show the developmental progress for the children. Consequently there are missed opportunities to fully enhance the children's next steps of learning through this.

The childminder has well written observations on the children in place. These have the next step in place so the childminder is able to use these observations to progress the children's learning and development. There are further missed opportunities to fully enhance the children's progress as their starting points are not recorded, so it is not clear the exact progress they have made since the started at the childminders. Children enjoy learning about plants and planting their own flowers and taking care of them.

The children play in a hygienically clean home where good hygiene procedures are in place to protect the children from cross infection and contamination. The children are taught the importance of hand washing and why they need to do it. Children receive a healthy and balanced range of food to help them thrive in the care of the childminder. Drinks are at hand throughout their time, which ensures they stay hydrated at all times. The childminder is adept in asking the children

open ended questions to make them think about what they are doing and through this line of questioning teaches the children the importance of healthy eating.

Children are developing good skills for the future through support in using a wide range of learning resources, such as the good use of language skills within the setting. Children thoroughly enjoy learning about the environment and the world around, through well thought out and meaningful activities. They take regular trips to the local farms, libraries and play groups where their learning is greatly enhanced by making it fun and educational for them.

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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