

Inspection report for early years provision

Unique reference number	EY356297
Inspection date	14/02/2011
Inspector	Jo Rowley
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 registered in 2007. She lives with her partner and two children, aged five and 11 in Biggleswade, Bedfordshire, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding and there is a first floor bedroom for children requiring an undisturbed sleep. Children have access to a fully enclosed garden for outside play and the family has a fish tank. The childminder is accredited and receives early years funding for one child.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range. She regularly works with an assistant and together they are registered for six children in the early years and are currently minding six children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment and takes suitable steps to promote children's welfare through established daily routines. She has a sound understanding of safeguarding procedures and is meeting the needs of the children in the Early Years Foundation Stage age group. The childminder promotes an inclusive environment in which all children are making some progress towards the early learning goals. Effective links with parents and other settings, delivering the Early Years Foundation Stage, help to build positive relationships and promote consistency of care. The childminder demonstrates an awareness of her strengths and areas for improvement although self-evaluation is limited.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments in order to plan the next steps in a child's developmental progress and review this approach regularly
- incorporate children's next steps into the planning to ensure that activities are tailored to the needs and abilities of individual children
- promote self-evaluation and informed discussion to identify the settings strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding procedures in order to protect the children in her care. For example, she has a written safeguarding children policy in place which includes the procedures to be followed in the event of child being lost or uncollected whilst in her care. She ensures that parents are consistently informed of these procedures by sharing her policies with them and making them aware of any updates, promoting children's welfare. Children are further safeguarded by the completion of regular risk assessments, inside the home, which includes a daily check of the areas used by children. Risk assessments are also completed for all outings that children take part in and they learn about keeping safe as they take part in the emergency evacuation drill, which is practised on a regular basis. This further protects their safety.

The childminder has a suitable knowledge and understanding of the Early Years Foundation Stage and through the established relationships she has developed with parents she encourages them to share what they know about their children, with daily communication being fully encouraged. For example, the childminder provides a daily diary for each child where information about their day is recorded with parents being encouraged to comment. The childminder has built suitable links with local agencies such as the local pre-school and she demonstrates awareness for developing this area of her work, to promote consistency and continuity of care. All children are equally welcomed into the childminder's setting regardless of their background and the written equal opportunities policy is shared with parents to ensure that no child is discriminated against.

Resources are age and stage appropriate for the children attending and they are in suitable condition. The children have access to some resources which are generally stored at their height, promoting independence and they have opportunities to self-select resources and make choices about their play. The childminder discusses the setting with parents verbally, although procedures for self-evaluation are limited. For example, strengths and areas for improvement are not effectively monitored in order to improve outcomes for children.

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

Children are settled and enjoy their time with the childminder and her assistant. They make sound progress in their learning because their needs are supported. Every day opportunities are used to develop children's learning, for example, as children play with the home corner resources, they talk about how the hot tap can be dangerous and how washing hands are good for removing germs. However, children's developmental progress is not easy to see because the childminder is not carrying out regular observations of children in the early years age group, with the exception of one child whose education is funded. The planning of activities is theme based and flexible to take into account children's likes and interests and activities generally cover the six areas of learning. However, the next steps in

children's learning are not incorporated into the planning and therefore, activities are not effectively tailored to the learning and development of individual children.

Children's behaviour shows that they feel safe as they happily play alone, together or with the childminder and her assistant. Their independence is generally promoted as most children make choices about their play and create their own games and ideas. For example, as children play with the home corner and real food containers and boxes the childminder asks if they would like the tea set out. Children enjoy using this. They pour tea and coffee for each other, make food for their friends and wash all the cups and plates up in the home corner sink, promoting their imaginations. Throughout their time with the childminder and assistant, children are fully supported and encouraged. For example, adults prompt suggestions and encourage the children to think further through questioning to promote their learning. Children's physical development is developed through a range of opportunities. For example, visiting toddler groups, walking to and from school and when using the well-equipped garden, where children climb, swing, run and explore using a variety of resources. Children have regular and independent opportunities to access books and enjoy looking at these together with their friends or cuddling up for a story with the childminder.

Children have opportunities to learn about the wider society through planned activities. For example, children are presently looking at birds. They are learning about migration, making bird cakes and looking out for the different types of birds they may see through binoculars in the garden. This theme is extended through a variety of books which children are able to look through with the childminder and assistant to further develop their knowledge. Children also make cards as part of the Valentine celebrations and lanterns as they learn about Chinese New Year. Children's self-esteem is promoted as they are praised consistently by the childminder and assistant. For example, as children create their own animals out of play dough they are praised and their learning is extended as they talk about the feel of the play dough using describing words such as smooth and silky. Children learn about healthy lifestyles as the childminder offers freshly prepared and nutritionally balanced snacks and meals. During meal times the childminder sits with the children and uses the opportunity to develop their social skills, such as, good manners which the childminder promotes through praise and setting appropriate examples.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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