

Inspection report for early years provision

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Inspection date	21/02/2012
Inspector	Elisabeth Wright
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 2007. She lives with her adult child and child aged 14 years in Grimsby, North East Lincolnshire. The whole of the childminder's house is used for childminding purposes, with the exception of the small front bedroom. There is an enclosed rear garden for outside play. The family have a pet dog, a tortoise and a bearded dragon and keep fish.

The childminder is registered to care for four children under eight years at any one time, of these not more than three may be in the early years age group. She may provide overnight care for one child between the ages of five to eight years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends a range of local toddler groups regularly. She is a member of an approved childminding network and a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress because the childminder has a secure understanding of their individual needs. Children benefit from access to a wide range of resources to support their learning and development. However, organisation of resources has not yet been fully developed. The childminder has good systems in place to monitor and evaluate her provision and makes continuous improvements. The good relationships the childminder builds with parents enables children to benefit from an exchange of information. Well established daily practices and secure documentation ensure that children's welfare is promoted well.

What steps need to be taken to improve provision further?

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

- develop further the way in which resources are organised to create a stimulating environment to encourage children's interest and curiosity
- provide an environment that is rich in print, particularly with regard to labelling using letters and numerals.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected well because the childminder has a secure knowledge of local safeguarding policies and effective procedures to manage any concerns she may have. She has carried out a thorough risk assessment of her own house and makes regular checks to ensure that the environment is safe for

children. She is committed to continuously improving her service and proactive in accessing training and advice to support her in this. For example, she uses a quality improvement scheme to evaluate her provision. Recommendations made at the last inspection have been successfully addressed. All documentation required for the safe and effective management of the provision is well organised and maintained.

The childminder uses her knowledge of the Early Years Foundation Stage effectively to support children's learning and development. Good quality toys and resources are organised to be easily accessible to children on open shelves or on the floor in boxes. The childminder utilises local toddler groups and resources to increase the range of equipment and activities available to the children. For example, they use climbing equipment in the local park to experience greater levels of challenge. Consequently, children thrive and make good progress towards the early learning goals. However, the additional space gained by the recent addition of a conservatory has not been optimised to further develop a creative and stimulating environment.

The close working relationships that the childminder forms with parents/carers ensures useful information is exchanged, ensuring children's individual needs are effectively met. Parents are provided with detailed information about their child's day and development and information received from them is incorporated in planning for activities. The childminder is proactive in establishing relationships with local schools to ensure that children are provided with a balanced day. Children are valued and respected, as individuals. For example, the childminder offers good levels of support to children with English as an additional language because she values their home language and understands the importance of this in developing their use of English. As a result, children feel settled and included.

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

The childminder provides children with a warm and caring environment. Children enjoy the time they spend with her and consequently, they make good progress in their learning and development. Secure systems for observation and assessment ensure that children's achievements are built on through well planned and individually adapted activities. Children feel at home and confident, therefore, they develop good social skills as they enjoy each other's company across a range of ages. Communication skills are developed as the childminder uses opportunities during conversation to introduce new words and concepts. A good range of books and cosy story times fosters their understanding of the written word. However, labels are not widely used to provide children with an environment that is rich in displayed print and numerals.

Children learn to count through everyday activities, such as laying the table, and learn the concepts of weight, volume and measure through cooking activities and playing with sand. Their physical development is provided for well as they access outdoor play regularly and have the advantage of using a wide range of resources locally to develop their skills and coordination. Children learn about technology by

using electronic toys and games and opportunities that occur naturally in their environment, for example, operating the television and turning lights off. Activities based around festivals extend their knowledge of the wider world as they experience other cultures, for example, listening to Chinese music. Their imaginations and creativity develops well as they engage in painting, drawing and role play, for example, making magic tricks and putting on a show.

Children are learning to keep themselves and their environment safe through explanations given by the childminder. For example, children notice a plug safety socket has not been replaced. They participate in regular fire drills and older children know how to summon help in an emergency. The childminder discusses healthy eating with parents, thereby, ensuring that food sent into the provision supports this. Children's health is enhanced by healthy snacks of fruit and regular drinks to ensure that they do not become dehydrated. They benefit from daily opportunities to play in fresh air and to exercise.

Children behave well because the childminder provides them with clear rules and explanations that support this. She is skilful in handling any behavioural issues through swift intervention to prevent situations escalating. Discussions with parents around any persistent issues ensure that children are supported well through a consistent approach. Consequently, children learn to respect themselves and others and develop an understanding of other's needs and feelings. Children in the setting progress well across all areas and develop a range a skills to support their future learning and development.

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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