

Inspection report for early years provision

Unique reference number	EY358527
Inspection date	05/01/2012
Inspector	Carys Millican

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 was registered in 2007. She lives with her husband and three children aged 15, 11 and eight years, in Scaleby, near Carlisle, Cumbria. The whole of the ground floor of the property is used for childminding. There is a fully enclosed rear garden available for outdoor play. The family own a pony which lives on land adjoining the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children on roll in the early years age range, who attend various sessions. The childminder also offers care to children aged over eight years. She is able to take and collect children from local schools and pre-schools. The childminder has use of a car to transport children on outings and school runs.

The childminder is a member of the National Childminding Association and receives support from the local childcare advisers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder gives her undivided attention to effectively support the children in her care. As a result, children feel safe, have their individual welfare needs met and make good progress in their learning and development. The childminder's motivated and sensitive approach in caring for children ensures that they settle effortlessly into a warm and welcoming, safe and secure, well-resourced, inclusive environment. All the required documentation and records are maintained to a high standard to ensure children's safety and well-being at all times. Positive relationships with parents and other settings ensure continuity of care. The childminder has made a very good start to evaluating her practice and is further committed to improving her provision to ensure that she continues to provide good quality care for all children.

What steps need to be taken to improve provision further?

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

- further develop systems that will encourage parents involvement in their children's continuous learning and development
- develop further the relationships established with the other settings children attend to encourage more formal sharing of information about children's ongoing development and learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded through the policies and procedures implemented by the childminder in her everyday working practice. Children feel safe and secure. They play happily under the close supervision of the childminder, who provides for their every need. She demonstrates a good understanding of her role and responsibility in child protection matters and attends refresher training delivered through the local authority. The childminder provides parents with a detailed set of policy statements and procedures. These include a complaint policy containing the contact details for Ofsted. The childminder also maintains all the required record keeping documents to detail any accidents, or incidents to children while in her care.

Children play in safe and secure premises. They are protected from the risk of potential hazards through the daily safety checks completed before children arrive. The childminder also completes detailed written risk assessments for all aspects of the home environment, outdoor play areas and for all outings. Children benefit from the childminder using the available space effectively, both inside and outside, to meet their needs. They have freedom of movement between the ground floor rooms and have access to a designated enclosed play area in the garden. The childminder provides children with a good variety of resources that are age-appropriate, meet their interests and contribute to their development and learning.

Children are very familiar with their surroundings and settle effortlessly in this family setting. The positive relationships established with parents are highlighted in parental questionnaires. The childminder verbally exchanges information about the children's day and activities and provides parents of younger children with written information in the form of a diary. Parents are highly complimentary of the care and service the childminder provides for them and their children. During initial meetings, discussions are held regarding the business arrangements, parental consents and the individual care requirements for each child. Parents are provided with a detailed parent pack. The childminder uses information gathered from parents to provide appropriate activities and resources which match children's interests. She observes children as they play and assesses their development to plan for the next steps in their learning. Records are then linked to the six areas of learning to establish future planning and help track development. The childminder takes time to discuss her findings with parents and ensures that development records are made accessible to them. Parents are encouraged to contribute to these documents although entries are limited. The childminder has established positive links with the other settings the children attend to ensure continuity of care. She obtains information about topics and events children take part in at school so that she can complement the learning taking place. Arrangements are not yet fully established for a more formal approach in sharing information between both parties about children's development or future learning.

The childminder has made a very good start on the self-evaluation process by reviewing her everyday practice. She is clear about overall strengths and identifies areas she wishes to improve on. The childminder is proactive in considering her

own professional development. She attends training sessions provided by the local authority and meets with other childminders to discuss current issues.

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

Children are happy, content and have lots of fun as they play in this relaxed, home-from-home environment. The childminder ensures that children experience a full range of industrious learning experiences which meet their interest. She knows the children well and their learning is skilfully extended by the childminder's good interaction with them. The childminder effectively uses good questioning techniques to challenge children's thinking during their play. For example, she helps children to recognise colour, shape and number as they play with shaped jigsaw pieces. The childminder has a good understanding of child development and is fully aware of how much progress the children have made since starting with her. Photographic evidence in children's scrapbooks show an array of stimulating and interesting activities children take part in. Children enjoy a wealth of creative experiences, including painting, gluing and model making. The childminder watches children as they play, noticing what they like to do, and makes sure related activities and resources are easily accessible to them. For example, children who enjoy filling and emptying objects thoroughly enjoy placing coloured shapes into the shape sorter then emptying them out. Children are provided with small world toys, dolls, dressing up, vehicles and play kitchen accessories which they use to engage in imaginary play based on their own experiences.

The childminder has a kind, sensitive and caring nature, therefore children feel relaxed and at ease to cuddle into her and fall asleep in her arms. Children are confident and self-assured as they play harmoniously with the childminder. They truly benefit from the one-to-one support she provides as they receive her undivided attention. The childminder provides an inclusive environment where everyone is welcome and positive steps are taken to ensure all children feel valued. She makes sure resources are easily accessible to the children so they can make free choices and decisions about their play. Children's individual needs and interests are known and followed. Their behaviour is managed consistently and positively, therefore they behave well.

Children learn about healthy lifestyles and enjoy a variety of fresh fruit and freshly prepared, home-cooked meals. Children's individual dietary needs are known and met in consultation with parents. Their self-help skills are promoted. For example, while washing hands a small step is provided to enable children to easily reach the taps. Children competently wash and dry their own hands using individual flannels which they place in the laundry basket after using. Children's safety is promoted. They begin to develop an awareness of how to keep themselves safe by taking part in regular fire evacuation practices and learning about road safety when out walking. Children benefit from the numerous outdoor activities and visits they undertake with the childminder, including physical activities in the designated play area in the garden. The childminder also takes children to drop-in groups where they socialise with other childminders and their children.

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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