

Inspection report for early years provision

Unique reference number	EY363698
Inspection date	20/10/2011
Inspector	Barbara Stanley
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 daughters aged six and 16. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have a dog as a pet. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder may care for no more than three children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year old at any one time. The childminder looks after children from 7.30am until 6pm. The childminder also drops and collects a child from a nearby primary school. There are currently two children on roll.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a clear knowledge of the individual children in her care. Good partnerships with parents and other childminders in the area support the continuity of care and offers a wider range of learning opportunities for the children. The childminder gives adequate support as they make progress towards the early learning goals, however, planning must ensure equal emphasis if given to all six areas of learning.

All policies and procedures are in place to ensure children's safety and well-being. The childminder has met all recommendations made on the previous report and continues to reflect well on her provision in order to identify areas for further development and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- plan and set up indoor and outdoor spaces to include opportunities to develop mark making and the full range of creative aspects, from which children can select independently. (Organisation)

The effectiveness of leadership and management of the early years provision

All persons over 16 years old in the childminder's home have been vetted to ensure their suitability. Policies and procedure are in place to ensure the children are safe whilst on the premises or out and about with the childminder. The children demonstrate feeling safe by moving freely about the childminder's home. The childminder has a clear understanding of what to do should she become

concerned about a child. The childminder has effective risk assessments in place to ensure that possible hazards are kept to a minimum.

The childminder supports children who speak English as an additional language well, using the knowledge acquired through attending the 'Every child a talker' training. The positive impact on the children's language development is evident in how confidently they speak English and engage in language and communication activities. Partnerships with parents are strong as the childminder and parents work together to ensure continuity of care. Parents are involved in including their ideas for supporting children's development through the 'All about me' record of achievements, assessments and next steps. The childminder successfully supported a reluctant eater to want to eat and is now introducing the types of cultural foods the child is accustomed to eating at home. The childminder has made good links with other childminders in the area giving the children a wider range of cultural experiences and opportunities to learn.

The childminder has a clear understanding of her strengths and areas for development, which supports her in driving improvement in her setting. Equality and diversity are well promoted through interactions, visits and resources available to the children. Linking up with other childminders to share lunch with other children allows for the tasting of different foods from different countries. This also allows the children to have a wider range of experiences such as exploring and discovering more about friendships, the wider world and differences in environments, people and their customs.

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

The childminder is aware of the children's needs and interests and plans for their next steps, which support them in their development towards the early learning goals. However, all the aspects of creative development and mark making do not receive equal attention which does not support all children to progress effectively. A balance of adult-led and child-initiated activities encourage children to make decisions and work independently thereby developing the skills of a good learner. Although the environment is clean and a range of resources are on offer, it does not enable children to select and use resources independently. The outdoor area is not well utilized to offer a wider range of activities to support the development of all six areas of learning, particularly boys' mark making skills.

The childminder regularly visits other childminders in the area which supports children's social and language development. Other outings are planned to extend children's experiences, the highlight of which is going to the beach where children see and try to catch crabs, developing their knowledge and understanding of the world. Children are encouraged at all times to maintain good hygienic practices demonstrated when some children sneezed, got a tissue to wipe their noses and a wet wipe to clean their hands and deposit in the bin. Children are learning to respect differences as they interact with children from different ethnic backgrounds. They read fiction and non-fiction books with positive images of differences and play with diversity dolls. They also taste foods from different

countries and celebrate various festivals throughout the year. Policies and procedure are in place to ensure the children are safe whilst on the premises or out and about with the childminder. The children demonstrate by holding hands when crossing the road and reminding each other to look out for cars before they cross.

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	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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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	3
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	3
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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