

Inspection report for early years provision

Unique reference number	EY368809
Inspection date	28/10/2011
Inspector	Susan Ennis
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 2008. She lives with her husband and three children aged 17 months, three and four years in Luton, Bedfordshire, close to shops, parks, schools and public transport links. The whole of the childminder's house, apart from the guest bedroom, is used for childminding and there is access to a fully enclosed garden for outside play. The family has a tank of fish.

The childminder supports children with special educational needs and/or disabilities and children with English as an additional language

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register and is currently minding one child in this age group who attends full time school. 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 welcoming environment for children and ensures that all are included and supported. Children make sound progress in their learning and development, because the childminder's flexible approach to planning appropriately meets their individual needs. The childminder builds trusting relationships with the parents and offers flexible working hours to provide consistency for the children. The childminder has started to evaluate her practice and is consequently able to make changes to improve the daily care and experiences she offers the children, parents and carers. She demonstrates a growing awareness of the practice required to promote the outcomes for children and has the capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop further the use of observations, assessments and planning to demonstrate children's progress towards the early learning goals and ensure that this information is shared with parents
- review the use of attendance records to ensure their accuracy and ensure that hazards to the children are either made safe or inaccessible. This refers to accessible plug sockets
- increase children's understanding of the wider world by improving the range of activities and resources that reflect the diverse society in which we live
- develop further the use of reflective practice to include the views of the users of the setting.

The effectiveness of leadership and management of the early years provision

The childminder has appropriate policies and procedures in place to ensure that all children are protected. For example, she has arranged training to increase her safeguarding knowledge and has the contact numbers for reporting concerns should they arise. She also ensures that anyone coming into contact with the children are suitable to do so. Children's welfare is mainly protected because the childminder takes most steps to minimise the hazards. Daily safety checks are carried out, as well as regular risk assessments of the areas used by the children. However, as some unprotected plug sockets are accessible to the children their safety is potentially compromised. Also the system for recording children's attendance is to be reviewed to ensure their accuracy and to protect all parties should an incident occur.

The childminder builds trusting relationships with parents. She updates them about their children's welfare mainly through use of daily interaction. However, as limited information is shared regarding children's development parents are not fully involved in their children's learning. Parents are encouraged to share any concerns they may have and are made aware of the childminder's policies and procedures. The childminder demonstrates an awareness of liaising with other early years providers. The childminder demonstrates a growing commitment to her childminding and has attended further training to improve her knowledge and the outcomes for the children. She is becoming more aware of the childminding practice required and partially completed the self-evaluation form before inspection. However, as parents views are not currently included in this process this information is not used to enhance her reflective practice.

Most aspects of the children's individual development are promoted because the childminder has suitable procedures in place to support their progress. The available resources are actively used and the inclusive, child-friendly environment is broadly conducive to children's learning and play. For example, low-level storage encourages the children to self-select what they want to play with. The childminder has an appropriate understanding of anti-discriminatory practice, enabling her to provide a service which is inclusive for all children and families. She works with the parents to ensure that she recognises each child's background, needs and beliefs. For example, she uses words in the children's home language to help them settle and feel more confident.

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

The childminder offers an appropriate range of opportunities to support the children to make satisfactory progress in the areas of learning and development. Her flexible approach to planning ensures that children's choices are taken into account. For example, when children choose to use the play dough rather than go outside to play the childminder listens to their opinions. She supports them in rolling out the dough and encourages their problems solving skills as they make

and identify different shapes that they have made using the cutters available. The childminder further extends their knowledge by asking the children to think which colour they could make if they mixed, for example, blue and yellow together. The children share their ideas and excitedly ask the childminder to look at a pattern they have made.

The childminder uses her knowledge to identify where the children are in their development and is starting to use observations and assessments to plan their next steps. However, there is limited information regarding the areas of learning covered by the activities provided, how children's next steps are incorporated into planning or where children are in their overall development towards the early learning goals. Therefore children's individual progress is not optimally promoted.

The childminder suitably ensures that there is a balanced range of activities to stimulate children's interests. For example, children further develop their sensory skills as they manipulate shaving foam between their fingers watching how it changes when food colouring is incorporated. They also demonstrate their growing sense of safety as they know not to place their hands near to their mouth when covered in the foam. They develop their mark making skills as they start to write a story on the white board and their creativity as they paint pictures of their own choice using the variety of different shaped brushes provided. Children later enhance their imaginary play as they set up a shop complete with a till, money and shopping bags. They decide to bring take 'babies' to the shop explaining that because they have two of them they need to buy two of everything including some musical instruments.

Children are clearly settled with the childminder and forge trusting friendships with her and their friends. They are encouraged to use appropriate behaviour and the childminder, acting as a positive role model, helps them make the right choices. For example, they immediately apologise when they accidentally catch another child's finger in the toy till. Children are gently encouraged to recognise differences and respect diversity such as discussing the country their parents originate from and the language they use at home. However, the range of resources and activities reflecting the society in which we live is currently basic therefore limiting children's understanding and further knowledge.

Children's health and welfare are effectively promoted as the childminder takes active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, they know to wash their hands at appropriate times and discuss the importance of practises such as keeping dirty hands away from their mouths. They are learning about exercise and physical activity as they enjoy playing in the garden using equipment such as the balls and play house. They are also learning about healthy eating as they independently choose which fruit to have for snack and like eating the home cooked, cultural meals provided by the childminder.

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	3

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	3
The extent to which children feel safe	3
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	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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