

Inspection report for early years provision

Unique reference number	EY377258
Inspection date	21/08/2009
Inspector	Jenny Read
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 has been registered since 2008 and may provide care for a maximum of six children under eight years at any one time, of these three may be in the early years age group. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for six children in the early years age group on a part-time basis all year round. She also provides care before-and-after school during school terms for one child in the later years age group. The childminder walks to local schools and playgroups to drop off and collect children.

The childminder lives with her three teenage children in the Elmbridge area of Gloucester. The whole of the house is available for childminding. The main areas used are the sitting room, dining room, kitchen and downstairs toilet facilities. Upstairs bedrooms are available for sleeping. There is a fully enclosed rear garden with grass, patio areas and allotment areas for outdoor play. The family has two pet rabbits. The childminder holds the National Nursery Examination Board qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a safe, secure environment where good emphasis is given to promoting their well-being. They are well engaged in a wide variety of stimulating activities that encourage their concentration and learning further. Children's choices and ideas are valued and their individual needs met to a good standard with purposeful support to promote inclusion. The partnership with parents and effective communication is a key strength to meeting children's individual needs. Systems for monitoring and evaluating practice are in their infancy and although some gaps have not been fully identified, the childminder is motivated with clear priorities to drive improvement and outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- for each type of outing carry out a full risk assessment and identify aspects of the environment that need to be checked on a regular basis, maintaining a record of these particular aspects and when and by whom (Safeguarding and promoting children's welfare) 25/09/2009

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

- continue to develop the systems for observing children's learning against the

six areas of learning to track their progress and inform future planning.

The effectiveness of leadership and management of the early years provision

Children benefit from the childminder's commitment and consistent approach to providing good quality care and education. Children's records and documentation are well maintained to protect their welfare. Well written and implemented policies and procedures ensure that children are protected and well supported. Robust safety measures and generally good knowledge of safeguarding procedures protects children from harm and ensures they play in a safe, secure home. Whilst the childminder supervises children closely and is vigilant about identified hazards inside, outside and on outings to promote children's wellbeing, the record of risk assessment is basic. Also risk assessments for each type of outing are not complete to ensure all dangers are identified.

Children play in a welcoming, comfortable and friendly environment where very good use is made of the indoor and inviting outdoor space to support and enhance children's learning and development. The childminder has a positive approach to inclusion and works closely with parents to gain robust knowledge of children's individual needs. Using the internet to gain additional knowledge and implementing specialised programmes in conjunction with parents and other professionals involved with the children, effectively supports children's progress and specific needs. Discussions and activities about different people encourages children's curiosity in people's similarities and differences.

The childminder has made significant strides since registration to enhance children's experiences to provide good quality care and education. Developing an allotment area in the garden to enable children to plant their favourite vegetables introduces wonderful new experiences for children and develops their understanding of living things, whilst learning to care for their environment. Although the childminder has not fully completed her self-evaluation to reflect on all aspects of practice to highlight any gaps, she is proactive in evaluating the success of activities and to introduce new ways of working. For example, devising parent questionnaires and reviewing observations and assessment systems to further enhance children's learning are key priorities to drive improvement and enhance the quality of activities and children's learning. Also, the introduction of baby yoga and baby signing is cleverly supporting and encouraging the younger children's physical agility, strength and early communication.

The childminder has a positive partnership with parents and carers and relationships are well-established ensuring each child's needs are well met. Effective communication is helping to forge strong links and ensures parents' views are used to inform important decisions about the provision and their children's care and learning. Parents receive detailed information about the setting, the childminder and her family alongside policies and procedures, menu plans and information about the Early Years Foundation Stage. Parents praise the warm, welcoming home and value the excellent information shared about their children through the individual daily diaries, detailed daily feedback at the end of each day

and monthly update sheets about their children's progress and next steps. This enables parents to support and take an active part in their child's learning at home and at the setting.

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

Children are making good progress in their learning and building close bonds with the childminder and peers. They squeal and laugh with delight as they excitedly stamp in the puddles and readily seek cuddles and comfort from the childminder when they wish. Play is child led enabling children to make choices about what they do. The childminder is skilful in recognising when children have exhausted their interest, modelling extension ideas and creatively offering additional activities or resources to extend their play further. With great enthusiasm children choose painting and show good levels of independence as they help the childminder with putting on their apron or putting their toys away when finished.

Children adopt healthy habits such as good hygiene practices. They know hand washing routines from a young age and with appropriate support from the childminder learn to wash their hands and use paper towels to dry, preventing the spread of germs. Children enjoy healthy, nutritious snacks and a broad selection of wholesome, home-cooked meals. Children help themselves to their individual drink when they are thirsty, ensuring they keep well hydrated. Children gain confidence and develop good awareness of dangers inside, outside and on outings. For example, frequent explanations about safe practices, close supervision and regular practise of road safety and the emergency evacuation plan, helps children learn to keep themselves safe and behave in ways that are safe for themselves and others.

Children develop habits and behaviour appropriate to good learners. They use good manners and respond positively to frequent praise and encouragement. This promotes children's self-esteem and confidence and encourages them to persevere. As a result, the children are well behaved and concentrate for long periods and feel safe to try new experiences. They happily explore paint, making marks and patterns with the paintbrushes and develop their confidence and curiosity as they investigate using their fingers and hands. Children progress swiftly in communication, literacy, numeracy and problem solving through instinctive narration of play, clever introduction of new words and experiences, and excellent questioning, such as, 'does it feel sticky?', 'is it cold?' or 'can you count them?'. This actively supports children's development and skills for the future.

The children are motivated and interested and respond positively to play modelled by the childminder. For example, children practise making sand castles using different tools and materials and count the circles made in the playdough. The childminder knows children's individual needs very well because monthly progress reports clearly identify their next steps for each area of learning. Consequently, support during play, challenge and extension of activities are purposeful. Whilst activities are well organised and based loosely on children's next steps, observations and assessments are in their infancy and do not directly link to the development matters to track children's progress securely.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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

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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	3
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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