

Inspection report for early years provision

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Inspection date	02/11/2009
Inspector	Andrea, Marie Paulson
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 lives with her husband on the outskirts of Whitehaven, Cumbria. Children have access to the ground floor rooms and the enclosed garden. Local amenities nearby include schools. The family has a pet guinea pig. The childminder has been registered since April 2009 and currently has seven children on roll who attend for various sessions. She is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. The childminder has an early years professional qualification, has experience of working in nurseries and schools, and completed additional training and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from high levels of care and encouragement in this welcoming, well-resourced environment that successfully promotes children's welfare and development overall. The childminder works closely with parents to ensure that she fully understands the unique needs of each individual child. She takes effective steps to ensure that all children can actively participate and maximise their potential safely in all areas of their learning, according to their age and stage of development and personal abilities. The organisation of records and other documents is efficiently managed. Risk assessments have been completed and a comprehensive set of policies developed. The childminder monitors the quality of the setting through self-evaluation to plan for further improvement of the already good standard of provision.

What steps need to be taken to improve provision further?

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

- provide more stimulating displays to further enrich the environment
- provide activities that reflect the diversity of different cultures
- develop a system to establish children's starting points in their learning when first attending.

The effectiveness of leadership and management of the early years provision

Safeguarding children is prioritised by the childminder. She takes positive steps to protect children by updating her knowledge of the current safeguarding procedures and guidance. Close supervision of minded children is effective in keeping them safe both in the home and outdoors. Feedback from children confirms that they feel safe and risk assessments are thorough in resolving hazards.

Children's welfare and safety is further promoted through comprehensive records

and the effective implementation of her policies and procedures. Children benefit from the childminder's calm and considered approach and the training she has attended to improve her childcare practice and knowledge. The childminder's use of self-evaluation identifies areas for development to improve the outcomes for every child. She seeks parental feedback through various means and communicates verbally with them on collecting their children. Parents can see their own child's records at any time.

The childminder assesses and plans for children's next steps as they make progress towards the early learning goals. However, the starting points of children's learning are not yet fully established. Comments made to Ofsted and questionnaires developed by the childminder indicate the high regard that parents have for the care the childminder provides. She continually adapts her practice to meet children's individual needs and identifies areas for improvement, for example, the outdoor area has been improved to provide a safe outdoor learning environment for children.

The childminder works closely with parents to ensure that any issues can be resolved successfully. She displays a sound understanding of the importance of linking with others involved with the children, to promote continuity of their individual care and learning. The childminder is particularly skilled at adapting activities to allow children of all ages and abilities to join in and has a good understanding of the individual needs and circumstances of each child. Good information about their welfare is obtained when they start at the provision so that their needs can be fully met.

Children are learning about the wider society through resources that provide positive learning opportunities about people's differences and similarities, although activities that reflect other cultures are not yet a regular part of their play. They understand roles in their own community as they dress up as a 'fireman and a builder', which helps their awareness in order to contribute positively and gain skills for the future. The childminder takes positive steps to ensure that children are not disadvantaged in any way and challenges any unacceptable behaviour.

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

The childminder ensures that the environment is safe at all times and children display confidence as they move around within it. Children are helped to develop their awareness of safety issues as, for instance, she guides them carefully on the ramp to the patio, to prevent falling and hurting themselves. Children are learning about healthy lifestyles as they talk about germs and wash their hands, so using good hygiene practices to limit cross infection. They know to put food that has fallen on to the floor straight into the bin. They learn to take care of themselves as the childminder asks, 'do you want to put your hood up', to keep warm when outside. Children enjoy healthy snacks and meals, mainly provided by parents, with fruit and drinks during the day to build their strength. Children relate very well to one another as they play together taking turns and sharing. The childminder offers lots of praise when children act kindly towards one another, for instance, putting a

hat on another child while dressing up, so encouraging children to develop good social skills.

Children enjoy taking part in a good balance of planned activities with lots of opportunity to choose what they want to do and initiate their own play. The environment allows them to play freely and self-select toys. The childminder has a varied range of toys that are labelled and displayed well so that children can choose. The environment is warm and comfortable, though displays are limited, for instance, of children's own pictures. Children enjoy daily outdoor play, including digging in the soil and watering flowers so that they learn about how things grow. They develop their physical skills when riding on trikes and playing on the see-saw, and develop fine muscle control using paint brushes, crayons and fitting pieces together when playing a dice game.

The childminder is particularly skilful in promoting learning through spontaneous play as children identify colours when making splatter paintings for firework pictures. She encourages much conversation to promote their self-expression and to practise their communication skills, each child being confident to interact with her and the other children. Children become familiar with their names and simple words through labels and having their own coat pegs and trays. They learn shapes and numbers as they mould the play dough and play a dice game. Children's sensory development is strongly promoted as they feel the soil, dig in the pasta and explore the treasure baskets.

Children are developing skills for the future as all ages develop their communication skills, find out about the world around them, learn to solve problems and use a variety of simple information technology and programmable toys. The childminder has good knowledge of the Early Years Framework and how children learn. She makes observations of children's progress and links these to the next steps that each child needs to take. The childminder knows the children well, can clearly identify how well they are progressing, and uses the Early Years Foundation Stage as a resource to maintain their good individual progress.

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	3
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	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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