

Inspection report for early years provision

Unique reference number	EY395655
Inspection date	01/02/2010
Inspector	Kristin Hatherly
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 registered in 2009. She lives with her husband and six year old child in Luton, Bedfordshire. Minded children have access to the whole of the ground floor. Local amenities such as schools, shops, library and parks are close by. There is an enclosed garden available for outdoor play and access to the house is via a small step to the front door. The family have two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She can provide care for a maximum of five children at any one time, of whom three may be on the Early Years Register. The childminder is currently caring for one child on the Early Years Register. The childminder is able to support children with learning difficulties and disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure in the childminder's care as she takes positive steps to promote children's safety, welfare and learning. The childminder provides a stimulating environment where children play and learn together well. However, it is not clear how the observations and next steps are linked to the early learning goals to plan for individual children. There is good communication between parents and other providers which helps to promote continuity for children. The childminder reflects upon her practice to further improve outcomes for children

What steps need to be taken to improve provision further?

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

- continue to develop the children's portfolios to demonstrate how the observations and next steps are linked to the early learning goals to plan for individual children
- develop a range of experiences to develop children's awareness of the wider world in particular the importance of sustainability.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect, as the childminder has a good understanding of safeguarding and the procedures to be followed if there are any concerns. There are good systems in place to deal with any accidents, incidents and illnesses and children's health needs are well promoted. All required documentation, such as policies, procedures, consents and records are in place in order to promote the welfare of children. Detailed risk assessments, which includes a daily risk assessment, are maintained to ensure children are safe at all times. These include emergency evacuation procedures that are practiced with the

children and recorded. There are also risk assessments for all outings. Children are encouraged to learn to keep safe for example they learn about road safety when they are out with the childminder .

The childminder has a good understanding of the need to promote equality and diversity which she develops through activities and resources. However, they are not developing an awareness of the importance of sustainability. The systems in place for monitoring and reflecting on current practice are good. The childminder has completed a self-evaluation and improvements and plans are set for the future. This all effectively impacts on the childminder's ability to maintain continuous improvement and, therefore improve outcomes for children.

The childminder offers the children security and continuity. She gives verbal feedback to parents at the end of sessions and if another carer is collecting the children, she puts a note in their bag and rings parents later. Parents have access to children's learning and development folders and report that their children are happy, safe and provided with interesting craft activities which are both educational and fun. All children's personal details are gathered from parents before they begin a placement and she is sensitive to their individual needs and interest when settling them in her home. As a result, children are happy and secure in her care.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements and supports children's welfare and learning. However, it is not clear how the observations and next steps are linked to the early learning goals to plan for individual children. Toys and resources are organised so that children can access them, allowing them to be active learners and make choices about their play. The childminder continually talks to children, about what they are doing and makes all experiences a learning opportunity. Children are developing a good understanding of dangers and how to keep themselves safe through discussions and everyday activities. For example, when on outings children learn about road safety.

Children are developing a good awareness of number through counting spontaneously during every day activities such as going up and down steps. Their language skills are developing very well through good questioning by the childminder. They have free access to books and develop their language skills throughout all activities. Children form strong relationships with the childminder and enjoy valuable experiences, which enables them to develop their skills in a learning environment.

The childminder organises space and play resources effectively to meet children's needs. For instance they have free access to the well resourced outdoor play area which enables children to engage in challenging play experiences. She shows a very good approach to making improvements to her provision to ensure children have positive experiences, for example she reviews and reflects on her practice

and has an Action Plan in place. She has developed clear systems for liaising with other providers delivering the Early Years Foundation Stage.

Good health and hygiene routines are promoted such as having paper towels to dry their hands to help prevent the spread of infection. Healthy meals and snacks are offered which include a good variety of fresh fruit and vegetables and older children are encouraged to be involved in planning the menus to develop their understanding of healthy eating. They have access to fresh drinking water at all times thus helping to make them feel comfortable and well hydrated.

Children behave well and learn to share and take turns, and develop confidence and self-esteem through plenty of praise for their achievements and good behaviour. This in turn helps them to learn to respect and care for others. The experiences and routines in place all contribute towards helping children assimilate the necessary skills for their future learning and development.

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	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

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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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