

Inspection report for early years provision

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Inspection date	22/03/2010
Inspector	Ann Austen
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 2009. She lives with her partner and two children aged five and two years in the Dunstable area of Bedfordshire. The childminder's home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. Toilet facilities are provided on the ground floor and sleeping facilities are provided on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several activity groups on a regular basis. She 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 good knowledge of each child's individual needs. She organises a flexible daily routine to ensure that children's individuality is recognised and effectively met. As a result children feel at home, interact well and enjoy their time in the childminder's care. The childminder promotes all aspects of the children's welfare and learning needs with success given their age, ability and starting points. Partnerships with parents are very positive and relationships with other professionals involved in the children's care are established to ensure continuity in their care and learning. The childminder is continuing to develop systems to evaluate her practice in order to ensure that priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- lead and develop a culture of reflective practice, self-evaluation and informed discussion to identify priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children. The childminder understands her role and duty to protect children from harm. She has a good understanding of

indicator signs of abuse and is conversant with the procedures to follow to report concerns. A written child protection policy and all the relevant guidance documents are in place. Risks of accidental injury are minimised during indoor and outdoor activities because the childminder supervises the children well and carries out regular risk assessments of all aspects of her home. The childminder has up-to-date first aid knowledge. She ensures that children's well-being is sustained through the recording and monitoring of any accidents and clear arrangements are in place for the safe administration of medicines.

The childminder has a good range of policies and procedures covering different aspects of her care such as child protection, equal opportunities and behaviour management. Each policy underpins her practice well and parents are asked to sign up to say that they agree to work within them. The children's care experience is enhanced by the childminder's commitment to developing her practice, by her attendance at training and her caring and business like approach to childminding. The childminder has an appropriate early years qualification. Self-evaluation is used to identify the settings strengths, however, targets for the continuous improvement are not fully established. The childminder cultivates an environment of inclusion, equality and respect where children receive attentive care and purposeful conversation. She ensures that children are provided with a range of good quality, age appropriate resources and play materials.

The childminder develops highly positive relationships with parents and carers. She actively encourages the parents to share what they know about their child when they start to attend. This helps to ensure continuous and consistent care for the children and ensures that parent's wishes are valued and respected. A portfolio and a CD-ROM disc provides parents with a good range of information about the childminding service. Home-link diaries provide daily feedback in relation to all aspects of the children's care and learning, and parents have regular opportunities to review their child's development record folder and are encouraged to contribute their comments. Parents and older children have opportunities to be involved in self-evaluation by contributing their views and suggestions about the provision. This ensures that the programme meets the children's needs and interests. Parents and older children comment positively about the setting. The childminder is able to provide care and support to children who speak English as an additional language and children with special educational needs and/or disabilities through discussing their needs with parents.

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

Children are offered a variety of play opportunities that support them in making good progress towards the early learning goals in relation to their capabilities and starting points in their learning. They have opportunities to independently select resources, learn at their own pace and are developing the skills to become active and curious learners. Photographs and wall displays help to create a welcoming environment for children and their families. The childminder is developing a good knowledge of the learning and development requirements. On going observational assessment and evaluation is used to ascertain how well children are developing

and progressing towards the early learning goals.

Children are confident and settled in the childminder's care which activity promotes their sense of security and well-being. The atmosphere is happy and relaxed. As the children play the childminder enthusiastically joins in their play, helping to extend their learning and make their play meaningful. She listens to and talks to the children about what they are doing, encourages the children to think and introduces new concepts such as numbers and counting. The childminder responds to babies' gestures and sounds, and repeats familiar words. This actively promotes children's language development. Children are developing their appreciation of books, looking at these independently as well as listening to the childminder read a story. They enjoy create art activities such as painting, manipulating the dough and creating collage pictures. Children learn about growth and change as they plant seeds and nurture them as they grow. They dig up the carrots, wash and help the childminder prepare them for dinner. Children have opportunities to participate in cooking activities, they thoroughly enjoy stirring the melted chocolate as they bake. They use their senses as they explore the custard, water, jelly and baked beans. Children have opportunities to meet different individuals as they explore the local community and attend different activity groups. They go on the bus and enjoy trips to the seaside where they make sandcastles on the beach. This broadens children's range of experiences. Children access resources and books that positively promote diversity and differences which effectively helps children to appreciate our similarities and differences as they play. All these activities help children develop their underpinning knowledge and skills in literacy, numeracy and technology.

Children show a strong sense of security and belonging whilst in the childminder's care. This is because children have a consistent routine with which they are familiar, they are valued and included. Children are actively encouraged to learn about dangers and how to keep safe. For example, children learn how to cross the road safely and the childminder ensures that children are safe in the sun by applying sun cream and encouraging them to wear a hat. The childminder promotes effective behaviour management strategies that take into account their age and stage of development. This is supported by the childminder who praises and encourages the children which builds their confidence and self-esteem.

Children are beginning to show an understanding about healthy lifestyles and are learning to follow appropriate personal hygiene routines. For example, children are made aware of the importance of washing their hands and clean their teeth after lunch. Children enjoy regular outdoor play and benefit from the fresh air and exercise. They bounce on the space hoppers, scoot on the scooters, kick footballs and bounce on the trampoline. The childminder supports younger children's developing physical skills. She actively encourages the children to sit, roll, crawl and stand. Special dietary requirements are complied with in partnership with the parents, and menus are produced to give parents information about meal choices. Children enjoy a good variety of freshly cooked meals and snacks and are encouraged to drink throughout the day. This ensures they remain well hydrated and comfortable. Mealtimes provide a opportunity for social interaction between children and adults.

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

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	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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