

Inspection report for early years provision

Unique reference number	EY396798
Inspection date	17/03/2010
Inspector	Carole Elizabeth Price
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time and of these two may be in the early years age group. She currently has five children on roll who attend on a full or part time basis. Occasionally, the childminder works with an assistant and at these times may take more children in the early years age group. The childminder holds a level 3 qualification in Early Years Care and Education.

The childminder lives in a modern two bedroom end-terraced house in the Uckington area of Cheltenham with her partner and their 18 month-old son. Uckington is conveniently located for commuters from Cheltenham, Gloucester and Tewkesbury. The home is built to ensure disabled access and has cloakroom facilities on the ground floor. Most childminding takes place in the ground floor lounge and kitchen/diner. Other areas of the home are used at the childminder's discretion. There is an enclosed rear garden available for outdoor play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive a positive experience of the Early Years Foundation Stage. They make good progress in their learning and development and their individual welfare is promoted effectively. The childminder welcomes all children warmly into her home, forming good relationships with both children and parents and is successful in providing an inclusive environment and meeting individual needs appropriately. The childminder has drive and enthusiasm, she reflects on her practice and works with outside professionals in order to identify improvements and areas to develop, so is suitably placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- label clearly toys and resources to enable children to make informed choices
- ensure effective systems are in place for continuing self-evaluation and to aid continuous improvement.

The effectiveness of leadership and management of the early years provision

The children are cared for in an environment where their safety is highly valued by the childminder. She has comprehensive risk assessments in place for all areas of the home, garden and for any outings and any hazards identified are dealt with quickly and efficiently. The childminder protects children from persons who are not

vetted and cleared as suitable to be with children and clearly records the presence of visitors. She has a good knowledge of safeguarding procedures for children and has all required policies clearly in place ensuring children are safeguarded well.

The childminder is aware of the requirements and regulations, she is well organised and has good quality information and documentation available to allow her to meet children's needs effectively. She is aware of children's individual needs, treats and respects all children as valued individuals and is effective in promoting equality and diversity within her setting.

The childminder has spent some time reflecting on her practice. She has talked with parents, given them questionnaires and received very positive feedback. She has made some changes to the way she records her risk assessments and how she plans for individuals, demonstrating how she has improved her practice to date. However, systems are not yet fully developed to continue future self-evaluation in order to maintain continuous improvement.

Partnerships with parents are highly valued. Time is spent with families to settle children into the childminder's home so all feel relaxed and included. Clear information is shared with parents on a daily basis and they are involved in their child's learning through sharing of plans and assessments of their children and contributing to their developmental records through the use of 'wow' vouchers to record special events and achievements. The childminder currently has no young children who attend other settings, although she has plans and systems in place to share information if this is necessary.

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

Children show a strong sense of security as they cuddle the childminder before settling down to sleep. They are happy and content as they play together with the musical instruments and demonstrate great pleasure in playing the drum as loudly as they can. They receive good support from the childminder who talks happily about what they are doing and encourages them to respond, praising them as they say initial words.

Children enjoy a wide range of activities across all six areas of learning. The childminder carefully observes their play, records developments and achievements and uses this information to plan for their next steps in learning. She provides a good variety of resources which are presented in colourful boxes and baskets and accessible to the children to allow them to select for themselves. There is a photographic book of resources available to help children choose; however, boxes themselves are not labelled for children to identify what is contained inside each box and therefore aid their self-selection. Children benefit from a good balance of adult-led and child-led activities and weather permitting choose whether to play indoors or outdoors.

Children learn about equality and the diversity of the world around them as they visit places in the community, toddler groups, celebrate festivals and try different

foods from around the world. They explore the sand area, the treasure basket full of natural objects and use different materials for creative play. They sing, dance and play instruments along with the music. Children are learning about number and calculation as they say number rhymes, count the apple pieces on their plate and talk about 'one more'.

Children are well behaved. They are learning about sharing and taking turns as they share the favourite outdoor wheeled toy and pass the drum to each other when they have finished. The childminder helps them to understand about simple rules through routine and explanation. For example, explaining that they are strapped in the high chair to prevent them from falling and hurting themselves.

Healthy, nutritious food is offered to the children throughout the day. They have access to water at all times and enjoy extra drinks during snack and meal times where they all sit together with the childminder to enjoy some social time. Children learn good personal hygiene routines from a young age; for example, the childminder always wipes their hands before eating.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----