

Inspection report for early years provision

Unique reference number	EY404115
Inspection date	29/11/2010
Inspector	Ruth Tharme
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 two children aged 16 and 11 years in a three-bedroom, semi-detached home in Tewkesbury. The home is accessed via a gravel drive.

The whole of the house is used for childminding. There is a fully enclosed rear garden with grass and patio areas for outside play. The childminder is registered on the Early Years Register to care for a maximum of six children at any one time; three of these may be in the early years age range. There are currently three children attending both of whom are in the early years age range. She is also registered on the voluntary and compulsory parts of the Childcare Register and to provide overnight care for one child under eight years. The childminder walks in the local community, visits the library, shops and local park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they benefit from the provision of a solid range of enjoyable activities and experiences. An effective range of policies and procedures are well implemented so children are kept safe and their well being is actively promoted. Links with parents and other professionals are generally strong and mean that relevant information is shared and parents are kept well informed. The childminder has a clear understanding of the strengths and weaknesses of the provision and takes positive steps to drive ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop links with all other settings attended by the children in order to ensure that learning and development records, and other relevant information is regularly shared
- develop strategies to ensure that parents have regular opportunities to contribute to assessment and planning arrangements

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are robust as the childminder takes appropriate steps to complete suitability checks on household members and has completed relevant training to develop her knowledge and understanding of the issues. Written policies include all necessary procedures for dealing with any concerns that may arise. A solid programme of risk assessment helps to identify potential hazards and

appropriate action is taken to minimise risk.

Resources are used effectively to support children and meet their needs. Toys and equipment are readily available and time is well planned to take account of individual and changing needs. The childminder has a clear understanding of equalities issues. She takes steps to find out about children's needs and interests and provides resources that reflect the wider community so children learn about the needs of others.

Arrangements mean that parents are well informed. They receive regular information about the provision, and about their own child's progress. Policies and procedures are readily available and additional information, such as the registration certificate is clearly displayed. Strong links with other settings attended by some of the children mean that professionals work together to support children and ease transitions. However, these links are not yet in place with all other settings attended so not all children benefit from collaborative working.

Appropriate strategies are in place to identify strengths and weaknesses in the provision. The childminder carries out a self-evaluation programme and seeks the views of parents and children in order to drive future improvement.

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

Children make good progress in their learning and develop the skills they need for the future as the childminder takes steps to provide a range of activities and experiences that positively promote their development. Children enjoy their learning as they are happy and enthusiastic. A programme of observation is used appropriately to map children's progress towards the early learning goals. This, alongside children's own suggestions, forms a clear basis for future planning. But, arrangements mean that parents do not yet have regular opportunities to contribute to assessments and future plans.

Children demonstrate a strong exploratory impulse and develop good levels of confidence and self-esteem. They have a strong attachment to the childminder and readily express their own needs. Communication, language and literacy are developing well. For example, babies babble in social interaction and enjoy listening to simple songs and rhymes. They respond well to people in their environment and develop an awareness of shape, texture and form. They use movement and senses to explore and investigate and show an interest in the available toys and resources. Movements are becoming more controlled and a sense of bodily awareness is developing. Children listen carefully to familiar sounds such as the childminder's voice and use movement and sensory exploration to connect with the environment.

Children feel safe and secure in the childminder's care. They respond with a smile when the childminder greets them and seek her out when reassurance is needed. Daily routines are well implemented so children learn safety procedures.

Evacuation drills are practiced regularly to give children an awareness of what to do in an emergency situation.

Children generally spend time out of doors each day and benefit from a healthy and well-balanced diet. They develop a good understanding of hygiene practices through routines such as hand-washing before cooking activities. This means that children readily adopt a healthy lifestyle.

Children demonstrate a caring attitude towards each other as older children enjoy helping to take care of younger ones. They enjoy involvement with the wider community through attendance at play and childminding groups. Behaviour is good as children respond well to the childminder's high expectations and are meaningfully engaged in activities they enjoy.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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