

Inspection report for early years provision

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Inspection date	17/12/2010
Inspector	Maura Pigram
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 was registered in 2010. She lives with her husband and children aged five and three-years-old in Cheddington, Bedfordshire. The whole of the childminder's house which includes a playroom is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time. She is currently minding six children aged from 20 months to seven years. All of whom attend at various times during the week. She is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends age appropriate groups and walks to local parks. The family have a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows each child well which enables her to meet their individual learning and development needs. Her positive approach to inclusion ensures children learn to respect each other and recognise their individuality. She liaises with pre-schools to ensure consistency of care and works closely with parents to share valuable information that promotes children's welfare and learning. The childminder reflects on her practice although parents and children's views do not yet contribute to this process.

What steps need to be taken to improve provision further?

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

- develop further planning so that children's interests and observations are used to plan the next steps in a child's developmental progress
- review the culture of reflective practice so that it includes children's views and that of their parents or carers and use this to identify the setting's strengths' and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has created a warm and inviting child-friendly home for children and parents. The resources are of high quality, well-organised and effectively support children's learning and development. Regular training and updating of knowledge ensures the childminder has a robust understanding of safeguarding issues. This promotes children's welfare. She ensures parents are aware of her role

in child protection before they place their children in her care. The childminder ensures positive steps are taken to ensure all areas are safe through detailed risk assessments.

The childminder is passionate about her work with children and has a clear vision for the future such as developing knowledge and skills. For example, she is booked onto purposeful courses to support the outcomes for children. These include 'let me show you what I can do' which has elements of supporting boys play and creative play for older children. Her records are carefully maintained and she has a comprehensive set of policies and procedures that reflect her knowledge of the Early Years Foundation Stage requirements. She reflects on her practice and has made a good start on her self-evaluation to identify areas to develop. Although views of parents and children are welcome these are not yet fully used in the evaluation process. The childminder actively promotes equality and diversity through age-appropriate activities and interesting resources such as books reflecting possible emotions. She knows individual children well and takes active steps to learn about the backgrounds of individual children including languages spoken at home. From this the childminder learns key words in home languages and actively uses pictorial resources to ensure children feel comfortable and settled.

The childminder has established good relationships with parents that benefit the children. She uses learning journals and care diaries for younger children as well as daily feedback to ensure continuity of care. Positive comments from parents include 'my child thoroughly enjoys it' and 'it is a home from home environment'. The childminder has strong links with the local pre-school and regularly shares information to promote children's achievement and well-being.

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

Children enjoy their time with the childminder who is very attentive and has a good awareness of individual needs. The childminder continually supports children in all aspects of their care and play. As a result, children have high levels of self-esteem and their language skills are very well supported. Personal, social and emotional development is a key strength of the setting. For example, a strong system such as ensuring an 'all about me' document is fully discussed with parents ensuring the childminder has a secure knowledge of children's individual learning and welfare needs. Knowledge of key words used in home languages and the effective use of photographs ensures children feel highly valued and are able to easily express their needs. As a result, children are able to take part in conversation which contributes to their development of their emerging language skills. Strategies to support any unsettled children are extremely effective so that children feel highly valued and understood. For example, gentle discussions and ideas for play are warmly shared. As a result, children quickly settle to engage in activities with the sensitive support of the childminder.

The childminder has a clear understanding of most aspects of the Early Years Foundation Stage requirements. Planning is flexible and covers all areas of

learning. Although starting points are well known aspects such as ongoing interests and observations of children's achievements are not always used to identify the next steps in children's learning. The childminder ensures that children have ample opportunities to learn and develop through a balanced range of child-initiated and adult-led activities both indoors and outdoors. These include baking, art and craft, construction, imaginative play and purposeful outings. Photographs and detailed information in their learning journals show that children have many opportunities to develop their creative skills. They paint, draw and experiment with colour. Activities are adapted so that all children can fully participate. For example, large crayons or brushes are provided for younger children. A wide range of resources for dressing up and construction play with good quality trains and tracks encourages children to express their ideas. Baking activities introduces children to a range of mathematical processes. Regular library visits and the daily sharing of books including reading for homework promote a love of books and reading. In addition, books such as 'Try to stick with it' and 'It's hard to be five' are very well used to successfully promote children's self-esteem. These effectively help children learn to understand their feelings and develop skills for the future such as learning how to be considerate and respectful towards others. Children's understanding of the wider world is well promoted through books, activities and the use of the internet. Outings to interesting places such as Whipsnade Zoo, Mead Farm, indoor and outdoor play areas as well as daily garden play contribute to children's good health. Children develop a positive attitude to leading a healthy lifestyle as the childminder uses organic food and regularly promotes healthy eating. In addition, the children are currently discussing plans for the development of an allotment.

Children are taught to be safety conscious without been fearful. For example, the childminder organises specific outings in a safe location so that children can practise mastering the skill of riding bikes and scooters. Young children are able to rest or sleep according to their needs and they regularly attend age-appropriate groups giving them the opportunity to socialise with their peers.

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	1
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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