

Inspection report for early years provision

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Inspection date	22/11/2010
Inspector	Angela Cole
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 2010. She lives with her partner and daughter aged one year in a residential area of Cheltenham in Gloucestershire. The whole property is registered for childminding and children play mainly in the living area. The home is within easy walking distance of shops, parks, local walks, library, playgroups and primary schools and the childminder attends several toddler groups.

The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to offer childcare before, during and after school and in school holidays. She is registered to care for five children at any one time, two of whom may be in the early years age group and childminds children on a full- and a part-time basis. There are currently three children in the early years age group on roll. The childminder is willing to support a number of children with special educational needs and/or disabilities. She is a member of the National Childminding Association and of a local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive environment where children settle to be secure and happy. Children make good progress in their learning and development as they enjoy being with the childminder and she observes them closely to be well aware of their individual needs and interests. The home is, overall, well organised to enable children to choose from a range of attractive resources and to be actively engaged in interesting play activities. The childminder works in close partnership with families, other agencies and providers so that children's learning and welfare needs are effectively met. Required documents are well maintained and careful reflection ensures that plans are well targeted to bring about further improvement to her provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- extend children's access to natural materials while indoors to increase opportunities for their independent learning
- carry out regular evacuation drills with each child to consider any problems encountered and how these were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of how to keep children safe. She is aware of potential indicators of abuse and has effective strategies in place to ensure that children are appropriately protected if she has any concerns for their welfare. All necessary suitability checks have been completed on household members and a comprehensive risk assessment programme is in place which means that potential hazards are identified and appropriately addressed. For example, care is taken to keep the premises secure and toys and equipment are well maintained.

All records and documentation are maintained to a high standard so relevant information is readily available and accurately recorded. Parents are well informed about the provision as they have access to a good range of material, such as information about the Early Years Foundation Stage, policies, procedures and daily practice. They have a clear picture of their child's progress as the childminder regularly shares information in their developmental records and ensures that time is given to discuss children's achievements and interests. As a consequence, parents speak warmly of the care their children receive. There are clear links with other provisions attended by the children to ensure that information about their learning, development and any concerns is regularly shared so that they are supported effectively.

The childminder provides a stimulating environment for children where inclusion is effectively promoted. Most resources are readily accessible to all children and they are well supported to take part in activities of their own choosing, both in and out of doors. There is a clear emphasis on meeting individual needs. For example, the childminder works closely with parents to develop joint strategies for potty training, ensuring a consistent and individual approach. She is knowledgeable about current practice, as her skills are kept up to date through regular training and information sharing with other practitioners.

The childminder has a clear commitment to ongoing improvement. She is developing a wide variety of strategies to gain the views of parents and children, and seeks advice and guidance from other professionals in order to improve the quality of her provision. Her practice is effective in improving outcomes for children and has a positive impact on their care.

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

Children make very good progress in their learning and development and make positive steps towards gaining the skills they need for the future. The childminder's enthusiastic and considered approach means that children are effectively supported in their learning. The detailed programme of observation and assessment means that children's progress is frequently monitored and that the

childminder is able to plan effectively for children's next steps. Children's starting points are discussed with parents so their individual achievements and interests, for example, in lighthouses, are recognised and built on from the outset.

Children play happily alongside each other and settle quickly, engaging fully with the activities available and on offer. They develop effective problem solving, reasoning and numeracy skills through everyday occurrences, such as solving puzzles and counting pictures in number books while challenging the childminder to count too. They enjoy frequent opportunities to interact with the local community and explore the urban environment, visiting the library, train station and park to feed ducks. Children spontaneously dance to music and join in with songs and become enthralled in imaginary play, for example, with models in a toy farm. They enjoy experiencing nature outdoors, for example, when kicking leaves in autumn and sometimes explore natural media indoors, such as sand and water.

Children feel safe and secure in the childminder's care. They demonstrate a strong attachment, seeking her out for reassurance and actively benefiting from her warm and friendly approach. Children develop a clear understanding of how to keep themselves safe through well established routines. For example, children willingly tidy their toys and follow well rehearsed road safety practice. Evacuation procedures have not yet been practised by all the minded children so that they know what to do in an emergency situation.

Healthy lifestyles are readily adopted. Children spend time out of doors each day, enjoying the benefits of fresh air and challenging exercise. The childminder works closely with parents to ensure that meals are appropriate to individual children's needs. Children thrive as they follow a healthy and well balanced diet that is supplemented with fruit that they choose and vegetables that they help to grow on the childminder's allotment. Personal hygiene routines are well explained and implemented so children consistently learn about the importance of these.

Children's behaviour is very good. This is because they are interested and engaged by the activities on offer and they enjoy the different various social gatherings that the childminder organises. Boundaries are firmly established which means that children are clear about what is expected of them and they learn to be polite. The childminder's clear respect for children's individual needs and interests provides a positive example for children to follow so that they develop respect and a caring attitude for others.

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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