

Inspection report for early years provision

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Inspection date	20/05/2011
Inspector	Catherine Greene
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 in a four bedroom house with a garden. She lives with her husband and children aged three and five years. The family have a cat. The main areas used for childminding are the living room, kitchen, bathroom and toilet and one bedroom on the first floor. The setting is located within easy walking distance of Clapton Park and Daubeney Fields as well as local early years provisions. The childminder is registered to care for no more than four children under eight years; of these not more than two may be in the early years age group. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She currently has three children in the early years age group on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and very happy in this setting. Overall areas of their welfare, learning and development are effectively promoted. They enjoy an extensive range of good quality play and learning experiences and their progress is well monitored. Highly effective partnerships with parents contribute significantly to the well being of the children and the progress they make in all areas of learning and development. There is a strong commitment to build on existing good childcare practice and to continuous development. Through this process the childminder has identified broadening her knowledge of working with children with special educational needs and or disabilities and areas of children's education and development.

What steps need to be taken to improve provision further?

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

- further develop knowledge of assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and has a secure knowledge of the procedure to follow to report concerns. The vigilance of the childminder helps to keep children safe at all times. Detailed risk assessments are carried out both at home and for outings to identify potential hazards and how they are managed effectively to prevent harm to children.

The childminder is enthusiastic and ambitious she is committed to further developing her knowledge and skills within early years. During her registration earlier this year she attended many training opportunities in order to develop outcomes for children and she has plans to attend further sessions in areas of interest. She has identified improving her knowledge of working with children with special educational needs as an area for development and plans for more training in identifying children's developmental and learning stages. Children benefit from her good organisation skills and her forward planning. Her development of self-evaluation and her ability to instigate improvements are evident within her daily practice.

Some excellent partnership working with parents and other practitioners at nurseries and schools that children attend helps ensure children's overall learning and development is a positive, shared experience. Parents are valued partners and the individual needs of each child are taken into good account. Highly comprehensive information is gathered as part of the settling in period and effectively used by the childminder to plan for children's future care. This includes establishing what a child enjoys, already knows and can do. Parents continuing involvement is strongly encouraged with them contributing suggestions for activities which they know their children particularly enjoy. Detailed daily records and emails also keep parents well informed about their children and planned improvements to the overall setting.

The childminder has an inclusive setting in which all children's differences are valued and respected. She provides resources and good opportunities for children to learn about the world around them. A range of festivals and celebrations are acknowledged using food, stories and arts and crafts. Furthermore, the childminder has plans to incorporate Makaton signing to enhance communication with children and in order to support all children to develop additional skills.

The childminder has adapted her home and garden making use of all available space for children's play and learning. There is ample space for them to move freely between the living room, kitchen/diner and garden in comfort and safety. Interesting displays including one of an outing the children enjoyed to the city farm are on the wall for the children to see and enjoy. The children also have their art and craft work displayed in their portfolios. This supports the development of their self esteem as they realise that their work is valued by others. Resources are used effectively by the childminder to support children's learning in all areas.

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

Children are cared for by a well qualified and committed childminder. She knows the children individually very well and has developed warm and supportive relationships with them.

Children's overall learning and development is well supported. Their progress is

closely monitored through some well documented observations which are then effectively used to plan for children's next steps. Plans are based on the emerging skills and interests of individual children and parents are actively encouraged to be involved in their child's learning and development. This is through regular communication and free access to some comprehensive portfolios of children's achievements.

Children enjoy their play and become active learners as they display curiosity and interest in all the available activities. The next steps in each child's unique learning journey are identified and incorporated into the planning to ensure progress is maintained. The childminder has a good understanding of the six areas of learning, and is gaining in knowledge about the learning intentions for each activity. She has the skill to make learning fun and stimulating by following the interests of the children. For example, children of all ages really enjoy the messy play activity planned to enable them to play alongside each other, exploring their senses as they feel the sensation of cooked spaghetti mixed up with different colours to make it pink, black and green like 'aluminous worms'.

Children's vocabulary is extended and they learn to count as they are introduced to songs that they sing along to on the radio. The availability of a computer and other programmable equipment helps children learn the skills they need to operate information and communication technology in the future.

Well considered and imaginative purchases of new resources provide all children with an improved and diverse range of resources, all of which are made easily accessible. Children make free and independent choices about what to play with from well organised book shelves and learning areas, which are also extended into the outdoor area. Children's creative efforts are valued. They are consulted as to whether they prefer to display their work or take it home and their wishes are respected by the childminder.

Children have good opportunities to extend their physical skills and enjoy the open air in the well equipped garden. They use play equipment with confidence and also engage in imaginative play and construction activities. They mix sand and water and thoroughly enjoy creating shapes with sea shells. Children are extending their knowledge and understanding of the world within the setting. They have recently planted flowers, herbs and tomatoes and are learning how to nurture living things. Planned outings to the city farm, local markets and the community park also form part of the weekly routine.

Children's overall good health is positively promoted. Suitable hygiene standards and a clear sickness policy helps ensure the risk of infection and spreading of contagious illnesses are minimised. A valid first aid certificate is held by the childminder which means she is well prepared in the event of an accident or emergency. All required record keeping is maintained to a good standard.

The childminder is committed to providing a healthy menu for children. Children are offered fresh fruit at snack time each day, with water to drink. The menu takes account of individual dietary needs and includes food that children really enjoy. Children's independence is promoted as they help to peel and slice the fruit.

The childminder works closely with parents to ensure children are happily settled and keeps in close contact during transition periods. Her reassuring, supportive approach helps promote an inclusive atmosphere where both parents and children feel valued. Children are very confident and are learning good social and independence skills because the childminder supports them very well and is extremely encouraging. Children interact well together and are learning the benefits of sharing, taking turns and making friends. Their behaviour is kindly guided by the childminder who sensitively intervenes in minor conflicts if children are unable to successfully resolve them. Consequently, children approach the childminder with confidence to express their needs, such as wanting to join in with a specific activity. Because the children engage well with the available activities and behave well, the atmosphere within the setting is calm and harmonious.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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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