

Inspection report for early years provision

Unique reference number	EY419170
Inspection date	17/08/2011
Inspector	Susan Marriott
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 assesses 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.

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

© Crown copyright 2011

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 2011. She lives with her partner and three children aged 21 months, three and a half years and 12 years-old in a house in Bromham, near Bedford. The childminder uses the whole house for childminding activities. 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, of whom no more than one may be in the early years age range. She is currently minding one child in the early years age group on a full-time basis. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed into this family environment. The childminder uses her experience of working in social services with disabled children and their families to promote children's care and education in an exceptionally inclusive manner. Each child is valued as a unique individual and children make good progress in their learning and development. Emergent observation and assessment systems are in place, but these are not yet linked to the Early Years Foundation Stage. The childminder builds strong relationships with parents to underpin children's welfare. Although the childminder informally evaluates every aspect of her provision on a daily basis, she has not formalised self-evaluation as an effective process for identifying strengths and priorities for development in her provision to support continuous improvement.

What steps need to be taken to improve provision further?

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

- link planning, assessment and learning priorities to secure children's good progress towards the early learning goals, for example, through the use of the criteria in the Practice Guidance for the Early Years Foundation Stage
- improve the organisation of the setting by developing the use of self-evaluation to identify areas for development in all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

This newly established childminder is confident in her childcare practice and is well organised. She ensures that she can devote her time and attention to the children so that they are happy and purposefully occupied. Children's welfare is properly

safeguarded by the childminder, who has a good knowledge of local safeguarding procedures and related issues. Relevant checks have been carried out on household members, providing reassurance to parents that they are suitable to have regular contact with young children. Comprehensive risk assessment is in place and effective action is taken to manage or eliminate risks for children. The childminder demonstrates a firm commitment to attending ongoing training to expand her knowledge and is booked onto further courses. The childminding service is supported well by a mixture of written and verbal policies and procedures and all required written records.

The childminder's home is welcoming and resources are well organised and accessible. The wide range of toys and activities stimulate their learning, growth and development. Children are able to easily access toys stored in the living room, the hallway and the breakfast kitchen, enabling them to make independent choices about their play. The childminder makes excellent use of community facilities, such as the libraries and various social groups, to extend children's intellectual, physical and social skills. For example, a favourite rainy day activity is to jump in muddy puddles on the walk to feed the local horses in a nearby field. The childminder's excellent understanding of anti-discrimination means that she provides a service which is inclusive for all children and their families. For example, she ensures that minded children are treated in the same way as her own children of a similar age. While respecting parental wishes for them not to use the big trampoline in the garden, she encourages them to practise their 'bouncing' on the small trampette. She ensures that she understands each child's background, cultures and beliefs. Through careful explanation, the childminder helps young children understand that people have different needs, views, cultures and beliefs, which need to be treated with respect.

The childminder has not established formalised self-evaluation procedures to support the development of her practice and to drive and sustain continuous improvement. Nevertheless, she evaluates her practice daily. For example, when she first began minding, she found the organisation of getting the children ready to go out very difficult. The childminder resolved this by providing advance warning to the children that they will be leaving the house in a short while. Children are now actively involved in the process, fetching their shoes and putting their coats on. This encourages the acquisition of valuable skills for the future.

The childminder has a good understanding of the importance of maintaining close links with other professionals involved with the children to promote consistent care. Children currently do not attend other providers, but the childminder is aware of the importance of working with others providing care for children to ensure consistency and continuity of care. The childminder works well with parents in order to promote children's welfare and development, and the daily diary provides a good forum for exchange of ideas to support children's welfare. Parents are fully informed of the childminding practice through daily discussions and her written policies.

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

This childminder has a good, professional knowledge of child development, which she has developed over many years of working with disabled children and their families. She treats children with warmth and kindness, nurturing their development through play. For example, children demonstrate that they feel safe and secure as they readily accept the visiting inspector and continue with their play. Children sit at the kitchen table, drawing, colouring and proudly telling the inspector about their pictures. They dress up as Robin Hood and pirates. They investigate and explore marine life as they place plastic sea-life creatures in the 'ocean' made from blue material with sand banks cut from an old shirt. They cooperate well together as they dig for glass bead 'treasure' in the sand pit. The childminder extends children's language effectively, modelling vocabulary and adding extra words for children to mimic. For example, children indicate that they want more paper for drawing and the childminder encourages them to repeat the words 'paper' and 'crayons'.

The childminder capably maximises the learning opportunities which arise from child-led interests and play, sustaining competent levels of interaction with the children, which develops positive attitudes to learning. Sticky notes record dated observations of children engaged in a wide range of activities, and detailed daily diary entries for parents confirm that children cover the six areas of learning on a daily basis. The childminder uses informal planning and assessment as an effective tool to help children learn and achieve. She uses her observations of children's learning to understand their current levels of achievement, and plans activities accordingly which extend and stretch children's attainment with suitable challenge. The childminder monitors children's progress and shares this information with parents. However, observation systems are in the early stages of development and the childminder is not yet making competent use of the criteria in the Practice Guidance for the Early Years Foundation Stage in order to actively promote children's progress towards the early learning goals.

Children are becoming aware of healthy lifestyles and the relevance of hygiene practices. Children take part in an appropriate range of activities that contribute to their good health and physical development. They have regular opportunities to play outside in the garden or at local play areas. This ensures they get plenty of exercise and fresh air. Ongoing discussions mean that young children understand the importance of daily practices, such as washing their hands before snacks and meals. Robust documentation is maintained relating to accidents, medication and incidents, and clear procedures are in place, protecting the children's health and well-being. The children learn about keeping safe inside and outside of the home. The childminder provides good explanations about the consequences of not following the house rules and sets firm boundaries and expectations for behaviour, which help children to feel secure. For example, she explains that climbing onto the small table in the kitchen does not set a good example to the younger children and that a fall and a bumped head may be the consequences. The childminder provides copious praise and positive reinforcement when children respond with the

desired behaviour. Therefore, children's behaviour is managed very well and effective strategies ensure their social, physical and economic well-being are met.

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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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
--	-----