

Inspection report for early years provision

Unique reference number	EY419924
Inspection date	18/07/2011
Inspector	Kelly Eyre
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 husband and three children, aged one, ten and 13 years old in Lower Stondon, Bedfordshire. The whole of the childminder's house, except for the master bedroom, is used for childminding and there is a fully enclosed garden for outside play. The family has three covered fish tanks. The childminder is able to take and collect children from local schools and pre-schools.

The childminder provides care on each weekday during term time and school holidays. She is registered on the Early Years Register to care for a maximum of two children in the early years age range and is currently minding two children in this age group, both of whom attend on a part-time basis. She also offers care to children aged over five years and this provision is registered on both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll in this age group.

The childminder holds the National Nursery Examination Board Diploma in Nursery Nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are supported in making good progress because the childminder assesses them as they play, using the majority of this information to inform activity planning. The childminder informally evaluates her practice, making appropriate changes to address weaknesses. She therefore demonstrates an effective capacity to continue to improve the outcomes for children. The childminder's good partnerships with parents and carers support her in obtaining a thorough understanding of each child's needs, enabling her to ensure that these are met and children are included. Children are supported in preparing for school and developing skills for use in future life.

What steps need to be taken to improve provision further?

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

- develop further the planning procedures to show how children's next steps are consistently fed into the overall planning in order to provide further experiences which are appropriate to each child's stage of development
- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the childminder has attended additional training and has a clear understanding of her responsibilities relating to safeguarding children. This is supported by a written procedure, enabling her to identify children at risk and take appropriate action. The childminder ensures that all household members have undergone relevant suitability checks. Thorough risk assessments help to ensure that children's safety is promoted. Effective daily practice and ongoing explanations help children to gain a sound understanding of safety issues. For example, they discuss road safety and practise this when they are out. The childminder is caring for a child under one year old and her conditions of registration do not allow this. The childminder gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action.

The childminder informally evaluates her work so that she has a clear overview of her strengths and weaknesses and can implement changes to address these. For example, she plans to attend further training in order to develop her practice and continue to improve the outcomes for children. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of any changes made. Children's learning and development are supported because the childminder makes efficient use of resources. For example, she uses community facilities, such as toddler groups, local parks and shops, in order to offer children additional opportunities.

Appropriate procedures support the childminder in providing a childcare service which is inclusive to all children. For example, her procedures ensure that she works closely with parents, enabling her to gain a clear understanding of each child's needs. She is therefore able to offer children appropriate support so that they make good progress in their learning and development. The childminder maintains good partnerships with parents, ensuring that they are aware of her practice and the children's care is consistent. Parents are well informed of their children's activities and progress through ongoing discussions, daily diaries and the regular sharing of children's assessment records. Consistency of care is further promoted as the childminder has a clear understanding of the importance of maintaining links with other professionals. For example, she has procedures in place to exchange information with the local pre-school. The childminder does not currently care for children who have special educational needs and/or disabilities. However, she understands the importance of working closely with outside agencies to ensure that children's needs are met effectively.

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

Children make good progress in their learning because the childminder has a clear understanding of the Early Years Foundation Stage. She observes children as they play, assessing this information to help inform activity planning and thereby provide activities that support children's development. However, this is not fully

promoted because the planning procedures do not show how children's next developmental steps are consistently fed into the overall planning. Children's behaviour demonstrates that they feel safe and secure as they move confidently around the home, selecting toys and resources. They are therefore beginning to play an active role in their learning and are supported in developing positive attitudes to this.

Children's development is promoted as the childminder joins in appropriately with their play. For example, children have time to explore a construction set before the childminder demonstrates how to join the blocks and encourages them to start to build simple structures. The childminder's interaction with children also encourages their developing enjoyment of books and reading. For example, the childminder reads children a short story, maintaining their attention by encouraging them to lift the flaps and count the objects depicted in the illustrations.

Children's enjoyment is enhanced and their learning promoted as the childminder makes additional resources. For example, babies and young children enjoy exploring a range of items in the heuristic play basket. Children's learning is further extended as the childminder utilises learning opportunities. For example, young children gain early skills in counting and problem solving as they join in with number rhymes and complete simple puzzles. The childminder's good organisation means that children are offered additional weekly opportunities that help promote their learning. For example, they interact with their peers and participate in new activities when they attend local toddler groups.

Children gain skills for the future and increase their knowledge of the uses of information and communication technology as they access an appropriate range of resources. For example, babies and young children use interactive activity centres and age-appropriate keyboards, while older children use a laptop computer. They are offered a varied range of opportunities to be active and develop physical skills and coordination, for example, through using large play equipment at the park and in the garden. Good daily practice helps to develop children's awareness of healthy lifestyles. For example, they wash their hands before eating, discussing the importance of this and referring to child-friendly posters to reinforce their understanding.

The childminder talks with children about the implications of their behaviour and encourages them to share the resources. This supports them in developing a sound understanding of appropriate behaviour and thereby gaining further skills for the future. Children's understanding of diversity is developing as they access relevant resources, such as books. For example, they use a range of books to research different countries, traditions and beliefs. The childminder's effective planning means that children are offered opportunities to find out about living things. They enjoy visiting the duck pond, looking for insects in the garden and feeding the birds.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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