

Inspection report for early years provision

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Inspection date	13/07/2011
Inspector	Paula Fretwell
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 has been registered since 2010. She lives with her husband and two children aged four and nine years in Tingley. All downstairs rooms are used for childminding. A securely enclosed garden is available to children for outside play. The family has two guinea-pigs.

The childminder is registered to provide care for a maximum of five children under eight years and is currently minding two children in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and there is one child on roll.

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 well cared for in a welcoming and safe environment. Their individual needs are met well and they make good progress in all areas of their learning and development. Effective documentation underpins the practice and this is filed confidentially. Positive partnerships with parents enable the childminder to promote the individual well-being of each child and links with others enhance opportunities for children's learning and development. Systems are developing for the childminder to evaluate and monitor the quality of the provision and identify strengths and areas to improve.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system to include the views of parents and children
- improve ways to promote children's understanding of equality and diversity so that they can develop a positive sense of themselves and others

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her role in safeguarding children and knows how to protect them from harm. The safeguarding policy and procedure and relevant contact details are all readily accessible should she need to report a concern or allegation. Children are safe and secure through good practice and close supervision. Premises are kept secure and children cannot be collected by anyone unauthorised. Parents give their signed consent for all relevant aspects of their children's care. The childminder is flexible in her care for the children,

supporting parents in their role. Documentation is organised well and confidentially filed. The childminder ensures children do not come into contact with any hazards and she makes visual checks, as well as detailed personal written risk assessments relating to each child's individual stage of development. The childminder clearly enjoys her work with the children and this is evident in her positive interaction with them.

Children freely access all play areas and the environment is inviting and stimulating. Resources are well presented to promote children's independence and learning across all areas and these are rotated from a wider range to maintain children's interest. Individual profiles contain observations and examples of children's time with the childminder and these clearly link to the six areas of learning. Parents are aware of these and provide plenty of initial information about children's starting points and preferences. Discussion with parents takes place daily to enable the childminder to meet the individual needs of the children and a daily diary with key information is shared. The childminder establishes effective links with others to enhance opportunities for children and finds out what children have been doing in other early years settings. The childminder reflects on her own practice and makes adjustments where she feels necessary to meet the needs of the children. Self-evaluation systems identify strengths and areas to improve, although, the childminder does not yet include the views of parents and children in this process.

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

Children are content and settled in the childminder's care. Warm and supportive relationships ensure children develop confidence and the childminder knows each child's personality and abilities very well. This enables her to provide activities and challenge children's development across all six areas of learning. For example, the childminder understands that very young children have a short attention span and so she provides opportunities for them to lead their own play, whilst ensuring plenty of variety for them to choose. The childminder creates learning opportunities through one to one attention within the daily routine, such as when nappy changing. For example, she asks children to point to different parts of their face and they sing songs together. Planning is individual to each child and the childminder follows children's interests to ensure a good balance of adult led and child-initiated activities. For example, children's interest in pirates is supported and extended through effective planning of activities and provision of imaginative resources.

Children thoroughly enjoy looking at books and sit comfortably with the childminder to look at these together. The childminder involves children by letting them turn the pages and asking simple questions about what they see. She discusses along with the children, reinforces new vocabulary and praises young children's attempts to repeat words and sounds. For example, they look at pictures of animals, name them and talk about what noises each one makes. Children explore a range of natural, as well as man-made objects and they enjoy

investigating items in the treasure box, reversing onto the childminder's knee for her to look at these with them. Children thoroughly enjoy outdoor opportunities, such as playing in the childminder's garden and they climb into the sandpit or try out wheeled toys. They have fun watching the childminder's guinea-pigs in their hutch and talk about what they are doing. Children enjoy picking strawberries in the garden and the childminder follows their interests by helping them to fill their bucket, bring it inside and wash them before tasting them. Children enjoy a range of opportunities outside the home, such as visiting local groups, play areas or going for walks in the local community.

Children's health is supported through appropriate policies, practices and personal hygiene routines. Outdoor and indoor activities appropriately support children's health and they have regular opportunities to enjoy fresh air. They are encouraged to be aware of what they need, such as a nappy change, a drink or a rest, through appropriate reminders and discussion. Children enjoy a suitable range of healthy meals and snacks and the childminder works closely with parents to ensure all dietary needs are met. The childminder encourages children to have a positive attitude to healthy eating, through setting a good example and being relaxed in her approach to children's preferences. Children have constant access to drinks regularly throughout the day which ensures they are not thirsty.

The childminder continuously consults with children about all matters that affect them. For example, she talks about what they are doing, what they would like to do and explains how she is meeting their care needs. Children's understanding of equality and diversity is not yet fully promoted within activities, although, discussion takes place for children to consider the needs and feelings of others. The childminder ensures all children are fairly included and can join in at their own pace. Positive strategies are used to manage children's behaviour and the childminder has a sensitive approach based upon her knowledge of each child's understanding. The childminder reinforces praise given to children by others, such as when they have received 'star of the week' in another setting. She uses plenty of praise and encouragement to help children to feel good about themselves, using positive words, smiley facial expressions and hugs, letting them know they are valued and special.

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	3
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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