

Inspection report for early years provision

Unique reference number	EY422202
Inspection date	15/05/2012
Inspector	Christine Tipple
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 2011. She lives with her husband and two children aged three and six years. The whole of the ground floor and a bedroom on the first floor are used for childminding. There is an enclosed rear garden available for outside play. The childminder is able to take and collect children from the local school and pre-school. The childminder uses her car for childminding purposes.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently three children attending of whom two are within the early years age group, all attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder works in term time only. She is a member of the National Childminding Association and has a primary teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's skills and enthusiasm provide the children with a caring, welcoming and inclusive environment where they are valued and respected. Children enjoy a good selection of activities and learning experiences which overall enable them to make good progress. Children's safety and well-being is given high priority by the childminder which is supported with all relevant records and documentation. The effective partnerships established with parents and other providers ensure a shared approach in meeting children's ongoing needs. The childminder takes account of parents and children's comments in the development of her provision. She evaluates her practice which informs her action plan and future development as a childminder.

What steps need to be taken to improve provision further?

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

- extend how children's next steps and learning priorities are monitored and used to inform ongoing planning.

The effectiveness of leadership and management of the early years provision

The childminder is informed of her responsibility to safeguard children in her care. She has completed safeguarding training and has full details of the support agencies listed if she had concerns about a child. The well presented and extensive risk assessments cover all areas children come into contact with including any

outings. These along with the childminders clear and informed policies, procedures and records are shared with parents and regularly monitored which fully support the professional and efficient management of her childminding service. The childminder has reflected on her practice since her registration which has enabled her to identify areas to develop and improve. She takes account of both parents and children's contributions which are recorded in her evaluation statement. The childminder utilises the space for the children very well which enhances their ability to organise their own play and learning opportunities effectively. This is well supported with access to a wide range of quality resources and supportive activities which promote all areas of learning effectively. These are clearly labelled for the children for easy access. Additional resources are provided as children make their choices through the use of photographs.

The children visit groups and activities in the community to widen and develop their social skills and learning experiences. The childminder has good links with other local childcare providers and services including the local pre-school and school. This supports a shared approach to children's ongoing individual development. The childminder provides the children with a supportive and caring environment where their needs are valued and promoted in an inclusive way. She offers children various activities and resources which enable them to be aware of differences and diversity relevant to their understanding. The children help to support others in the community, such as, putting presents together for a child at Christmas in support of a national charity. The children have good access to a range of images, information and resources which promote different cultures and lifestyles. There are different languages displayed and artefacts, such as, different musical instruments, traditional costumes and books enabling children to discuss what they see.

The partnership with parents is good. The childminder provides detailed and well informed policies and procedures which parents sign off when read. Other records and information in relation to her family and provision are fully shared. Time is given for the children to settle in and ensure their routines, needs and interests are identified and supported. The childminder observes the children during this time which builds a picture of each child's starting points on which to build upon and develop. She shares the children's daily diaries and learning journey files with parents and encourages them to contribute and share in their learning journey. The childminder uses questionnaires with the parents and other forms of feedback to assess the quality of care and learning provided for their children which inform her ongoing development of her provision. The comments provided from parents are very positive and complement the quality of activities and learning experiences provided for their children and that they are confident that their children are happy and safe.

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

The childminder has taken time to assess how she implements the Early Years Foundation Stage. She provides activities and resources which enable children to explore and be motivated in what they do. The childminder observes and assesses

what the children do and along with photographs captures the children's different learning experiences where she identifies children's next steps and learning priorities. However, these are not yet sufficiently monitored to further improve future planning for the children. The childminder fully supports the children to develop their self-assurance and to have a positive disposition to learn through fun and enjoyable play experiences. She effectively supports their individual needs and promotes their independence and social skills through choices and accessing other community activities. The childminder's approach to managing the children's behaviour is very good. She provides a secure approach which enables the children to feel safe and confident to take on challenges. The use of books about feelings, such as, 'I am sorry' enables children to talk about their feelings and to start and recognise different emotions. This supports them to use these experiences in their relationships with others. There are house rules displayed which further reinforce the importance of being kind, sharing, respecting others and to be polite. The childminder is calm and sensitive to the children's needs which are highly effective in promoting their confidence and independence through positive praise and encouragement in what they do.

The children have ongoing opportunities to access books, to read stories together which are enhanced with props and story sacks to engage and promote their language skills. The childminder is skilled in communicating with the children and supporting them to express themselves and contribute fully in their learning. There is a wide selection of resources and different mediums which enable children to mark make with and develop their emergent writing skills. Children are confident in using the computer which offers different games that promote sounds, letters and number skills. The children use various games which enable them to start and recognise numbers, shapes and to match objects and make patterns such as with shells. They count in their everyday activities, such as, the fruit at snack time or counting items back into the bag at tidy up time. Baking enables the children to weigh out the ingredients or using the height chart to see how much they have grown.

The children plant seeds and grow vegetables in the garden and are able to follow how these develop through their observations and matching these to the pictures displayed. The children take part in the 'lifecycle of the butterfly' looking at the caterpillars with the magnifying glass and discussing how these are changing. The very good range of role play and small world activities are enjoyed by the children enabling them to develop their imagination, such as playing doctors and patients or dressing up. Children sing songs and nursery rhymes and use musical instruments. Daily activities enable them to be physical, they use the local park, and centre to develop their skills and have access to larger more challenging equipment. They use various different tools which supports their coordination and dexterity. The range of creative materials provided for the children offer good opportunities for them to explore different mediums, to paint and to enjoy messy play. Children make collage using popcorn to represent spring blossom and they make their own play dough.

The childminder provides an excellent clear approach with the children in managing their safety inside and outside. Keeping them informed about safety issues, such as, using different equipment and tools. This includes walking to and

from school and children taking responsibility to know safe places to cross the road. Children wear high visibility jackets in winter so they can be seen. They learn to use resources in a safe way and with confidence and take an active part in the evacuation process. Information is shared with parents on the care of children when ill and the exclusion periods required. Children follow good hygiene practices and are independent in washing their hands and why this is important. The childminder provides daily snacks and meals. These offer a good balance of healthy choices such as various fruit, vegetable sticks and breadsticks. Meals are prepared from mostly fresh ingredients. The children are encouraged to taste different foods which are part of the childminders approach to promoting healthy lifestyles with them.

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	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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