

Inspection report for early years provision

Unique reference number	EY423639
Inspection date	20/07/2011
Inspector	Angela Cole
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 was registered in 2011. She is registered on the Early Years Register and also makes provision for children older than the early years age group, as she is registered on the voluntary and compulsory parts of the Childcare Register. The childminder works two days a week all year round and offers childcare before, during and after school, and in school holidays. She minds at the premises of her co-childminder in the Hatherley area of Cheltenham, Gloucestershire. The whole of the bungalow is available for childminding. The main areas used include the open-plan kitchen and dining room/play room, sitting room, small front bedroom and bathroom facilities. Both bedrooms are available for sleeping.

The childminder is registered to care for six children at any one time, including three in the early years age group. There are currently five children on roll, aged from one to three years, on a full and part-time basis. The childminder also cares for children older than the early years age group. The childminder provides a drop off and collection service from the local primary schools and playgroups. The house is within easy walking distance of shops, parks, library, pre-schools and schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated childminder offers an inclusive environment where children settle to be secure and happy. The children make good progress since the childminder is well aware of their individual learning and development needs and considers some aspects of their assessment to inform her planning. Overall, the childminder promotes most aspects of children's welfare with success. She has a suitable understanding of how to keep them safe though does not take part in recording risk assessment for the premises. Partnerships with other early years providers, parents and carers are well-established and the childminder recognises these as central to the children's well-being. The childminder's high committed to ongoing improvement suggests helpful changes to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop involvement in the recording of risk assessments for the premises
- extend planning to link more closely with the children's next steps to support their learning.

The effectiveness of leadership and management of the early years provision

The childminder has recently attended child protection courses and well understood policies and procedures are in place so that she can respond if there is a concern about a child. Robust arrangements mean that children are only cared for by those who are suitable to do so. All adult household members have had suitability checks completed. The childminder is suitably aware of how to keep children safe and has implemented extra checks for authorised persons collecting children. She completes a daily visual check of the premises and equipment and so helps to ensure that the environment is safe for children, although she does not assist her co-childminder in the recording of risk assessment for the premises. She is well aware of the purpose of the documentation in place and has helped to complete some of this, including the accident record. The childminder's certificate of registration is clearly displayed so parents have access to relevant information.

The childminder uses her time well in order to meet children's needs. For example, they are encouraged to complete activities to their own satisfaction, including games of hopscotch. A wide range of equipment and toys is available and the childminder has initiated the making of a catalogue to further increase children's choices. Equality and diversity are well promoted. Children frequently meet people from different backgrounds on their daily outings and the childminder values talking about their home culture so that they develop a good understanding and respect for differences.

New families are warmly welcomed and provided with helpful information. Parents and carers are well informed about the provision and their children's progress. The childminder speaks with them after each shared session and shares diaries with interesting details and photographs about their child's care and activities. Consequently, parents write very highly of the provision. Detailed procedures are in place to ensure that relevant information is shared if children attend other settings, so that they can be supported effectively. Clear strategies are in place to evaluate the childminding, including taking good account of parents' and children's views. As a result, actions taken to develop the provision have a positive impact on the outcomes for children. For example, the childminder is supporting the development of a growing area in the garden. She is also actively pursuing her professional development to enhance children's early communication skills.

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

Children enjoy daily excursions into the local community and have good opportunities to socialise on visits to other children's groups. They happily observe and explore the natural environment, investigating parkland areas and helping to feed animals, for example, at the city zoo. They are curious and inquisitive as they examine and learn to handle various objects, including bubbles and a snail. The childminder names, questions and describes objects and situations, for example, as

they play with small figures. This well extends children's language with words, such as 'poorly'. Children become engrossed while investigating technology, including a computer mouse. They benefit from good opportunities to be creative and use various media and materials to express themselves through modelling, painting, water play and chalking on the outdoor blackboard. From a young age, children enjoy experimenting with sounds, listening to familiar songs, dancing to music and making instruments, including pasta shakers.

The children make good progress in their learning so that they gain effective skills for the future. The childminder's in-depth awareness of child development and of the Early Years Foundation Stage results in each area of learning being given good emphasis. The detailed assessment is well used to identify clear next steps, some of which are included in the planning, to support children's progress. Children choose from stimulating activities and resources that are clearly labelled and accessible and which link directly to their development and interests. As a result, they are happy, engaged and actively interact with the childminder and the equipment. For example, a young child persevered to post chalks in the holes of an activity tray and an older child counted with increasing accuracy to find where a rolled ball came to rest. Children are particularly challenged at activities requiring small muscle skills, such as building with blocks and placing felt shapes.

Good emphasis is given to promoting children's understanding about health and safety. They learn to keep themselves safe through discussion about hot foods and in frequent practice of the escape plan and of road and water safety. They choose to play outside in the fresh air and adopt good hygiene practices, such as careful hand washing routines, saying, 'We have to.' Healthy meals and free access to drinking water promote children's health and ensure they are well nourished. Children willingly share toys and have a positive approach to new experiences because clear explanations help them to feel secure and confident. They have a very close bond with the childminder and are spontaneous in seeking her reassurance, for example, when they are physically challenged on a scooter or slide steps.

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	3
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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