

Inspection report for early years provision

Unique reference number	EY426917
Inspection date	05/01/2012
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged four and one year old in Dunstable, Bedfordshire. The whole of the property is used for childminding. The bathroom is located on the first floor. Outdoor play is accommodated through the use of local parks and play areas. The childminder is able to take and collect children from local schools and pre-schools.

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 registered to work with an assistant and when the assistant is present, these numbers increase to a total of eight children under eight years, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom 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 holds a Level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a genuine commitment to the continuous improvement of her practice. She attends further training and developing effective self-evaluation procedures to support this. She, therefore, has a clear picture of her strengths and weaknesses and can prioritise improvements. This supports her in maintaining a service, which is responsive to children's needs. The childminder builds good partnerships with parents, enabling her to obtain a thorough understanding of each child's needs and interests. She actively uses this information to ensure that children's needs are consistently met and they are offered appropriate support, in order to be meaningfully included.

What steps need to be taken to improve provision further?

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

- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements
- provide further opportunities for children to increase their awareness of their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted at all times as the childminder has attended additional training and demonstrates a thorough understanding of issues relating to safeguarding children. A written procedure further supports this, enabling her to identify children at risk and take appropriate action. The childminder makes sure that all household members and her assistant have undergone relevant suitability checks, further promoting children's welfare. Children's safety is well considered through thorough risk assessments and daily safety checks. Good daily practice and ongoing explanations help children build a secure knowledge of safety issues. For example, they learn about the safe use of play equipment and know how to use tools and implements, such as scissors and cutlery, safely.

The childminder shows a positive commitment to developing her practice. She continuously reviews her work and makes changes that improve the outcomes for children. For example, recent changes include a more flexible approach to activity planning. This enables children to have more input and therefore, promoting both their development and self-esteem. Although, the childminder has clear plans for the future, she does not fully utilise the self-evaluation process to inform the overall review of practice and the impact of changes made. Children are offered a range of activities that support their learning because the childminder makes good use of resources. For example, she uses local facilities, such as parks and the library, in order to offer children further opportunities.

The childminder demonstrates a good understanding of the importance of promoting anti-discriminatory practice and has ensured that her daily procedures are inclusive. She respects each child as an individual, taking their needs and interests into account when planning activities. The childminder is aware that children follow her example and so aims to be a good role model, showing concern and respect for all. Children are, thereby, encouraged to respect and care for each other. The childminder builds good relationships with parents, keeping them well informed of their child's progress, for example, through the use of daily diaries. Continuity of care is promoted as the childminder has good relationships with other professionals. For example, she maintains a 'school communication book' and ensures that she is aware of what children are doing at school, so that she can provide complementary activities.

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

Children make good progress because the childminder has a thorough understanding of the Early Years Foundation Stage. She observes children as they play, assessing this information, in order to build a clear picture of their developmental needs. She then plans a range of relevant activities to promote their individual development. Children's safety is prioritised and their behaviour demonstrates that they feel secure with the childminder. For example, they make independent choices about their activities and are encouraged to state their

preferences. They are, therefore, supported in taking an active role in their learning and are developing positive attitudes to this.

The childminder encourages children to explore the resources and develop their own play, joining in appropriately to extend this. For example, young children explore an activity centre before the childminder shows them how to activate the lights and music. The childminder makes good use of children's interests to help promote their learning and development. For example, when children showed an interest in sea creatures, the childminder provided a range of associated activities. Children enjoyed making an octopus, completing sea creature word searches and making their own illustrations.

Children are encouraged to be active learners and experiment. For example, during cooking activities they weigh and measure the ingredients, noting how these change as they are first mixed and then cooked. The childminder's clear forward planning means that children are offered a wide range of activities that extend their knowledge. For example, their creative and problem-solving skills are extended as they access a variety of junk modelling resources. They become engrossed in making models of their bedrooms, going onto talk about scale models. The clear planning and good use of available resources also mean that children are offered a creative variety of learning opportunities. For example, they learn about living things as they grow their own vegetables in large pots.

The childminder's good forward planning means that children are offered additional activities. For example, they gain early reading skills and an appreciation of books during regular visits to the library. Children's awareness of the relevance of healthy lifestyles and practices is promoted. For example, their understanding of the importance of a healthy diet is developed as they talk about a balanced diet and participate in relevant cooking activities.

Children's emotional development is promoted and they gain skills for the future as they build appropriate relationships with the childminder and their peers. The childminder encourages them to share and take turns, thus, developing their understanding of appropriate behaviour. Children's awareness of diversity is developing as they access relevant resources and participate in discussions. For example, they discuss their countries of origin and the associated traditions. However, their wider awareness of their own cultures and beliefs and those of other people is not extended and fully promoted. The childminder's good procedures for working with parents mean that she is able to offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language.

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	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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