

Inspection report for early years provision

Unique reference number	EY427286
Inspection date	07/11/2011
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 was registered in 2011. She lives with her husband and three children aged three, six and eight years old in Bawtry. She uses all of her home for childminding with the exception of the master bedroom. There is a rear garden for outdoor play opportunities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Registration is for three children aged under eight years of age, of whom two may be in the early years age range and one may be under one year old at any one time. There are five children on roll, three of whom are in the early years age range. The childminder is also registered to provide overnight care for two children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming, inclusive environment. The childminder demonstrates a sound understanding of the Statutory Framework for the Early Years Foundation Stage and most systems support children's individual welfare, learning and development needs well. Self-evaluation helps the childminder to reflect on her practice and identify strengths and areas to improve. Positive partnerships with parents and carers help the childminder to promote the individual well-being of each child and she establishes links with other providers to enhance opportunities for children's learning and development.

What steps need to be taken to improve provision further?

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

- improve the system for evaluating and monitoring the quality of the provision, for example, through seeking the views of children
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop ways to share records of children's progress with parents, taking into account the information they provide about their child.

The effectiveness of leadership and management of the early years provision

Clear safeguarding procedures ensure children are protected from harm. The childminder understands what to do in the event of a safeguarding concern or allegation and all necessary contact numbers are easily accessible. Thorough risk assessments ensure premises are free from hazards and systems are in place to ensure they are regularly reviewed. The premises and the outdoor area are kept secure and no unauthorised person may collect the children. The childminder has a fire plan and uses safety advice given by the local fire officer, although, emergency

evacuation is not yet practised. The childminder introduces the inspector to the children so that they feel reassured in the presence of an unfamiliar adult. All necessary documentation is well organised and effective in supporting the childminder's service. A wide range of resources is utilised well to ensure children make good progress towards the early learning goals. Areas of play are creatively presented to be inviting to children and they can easily see or access what they need. Children have many opportunities to learn about and value similarities and differences. The childminder is aware of the importance of evaluating the quality of the provision and uses the self-evaluation form to help identify areas to develop with continued practice, although, the views of children are not yet included in this process.

Parents provide the childminder with information about their children's personal routines, likes and dislikes, so that she can effectively meet their needs. Relationships between the childminder and parents support children's individual welfare, communication is regular and written consent is in place for all aspects of children's care. Parents receive the childminder's newsletter which keeps them informed about important matters, such as the topic children are learning about. Parents are very happy with the standard of care for their children. They write letters of commendation, stating that the childminder 'is professional and delivers excellent care' and has a 'calm, organised and practical approach'. Parents are 'extremely happy' that their children enjoy a 'happy, loving, safe environment'. Parents are able to access their children's daily diary and the childminder keeps records of their development along with planned next steps in their learning, although, parents do not yet add to these with their own information. The childminder develops effective communication with other settings that children attend, in order to discuss shared objectives for them to learn.

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

Children are very happy and content in the childminder's care and they have fun learning through play at their own pace. Secure, caring relationships with the childminder give the children confidence and they are very sociable. Children are able to see familiar photographs of their family and favourite things in personalised posters at their eye level, helping them to feel settled and valued. Children freely choose what they would like to play with and the childminder supports their ideas by skilfully interacting with them to enhance their learning and language development.

The childminder understands each child's individual personality and abilities and this helps her to provide meaningful opportunities for them. There is a good balance of child-initiated and adult-led activities, effectively promoting children's development across all six areas of learning. Planning is based upon themes that interest children and is flexible to allow for children's spontaneous ideas. For example, children enjoy exploring ideas about transport as they engage in small world play with vehicles, such as diggers and trains. They look at books and sing themed songs, such as 'the wheels on the bus' and the childminder discusses plans

for a bus ride. The childminder maximises everyday learning opportunities, such as noticing colours of objects around the room or numbers displayed on the microwave. Children investigate natural, as well as man made objects in treasure baskets and they explore and compare different textures, using all of their senses. Children thoroughly enjoy exploring the outdoor environment in all weathers and they practise their physical skills, such as climbing up the ladder to the playhouse or using sit and ride toys.

Children's good health is supported through effective policies, practices and personal hygiene routines. They are encouraged to be aware of what they need, such as a snack, a drink or a clean nappy through reminders and simple discussion. Nappies are changed promptly and with full regard for children's privacy and the childminder uses disposable gloves to prevent cross-contamination. Children enjoy healthy snacks and meals and the childminder works closely with parents to ensure individual dietary needs are met. Children sit nicely at the table to eat and the childminder gives them plenty of time to finish at their own pace and appetite. Babies enjoy a cuddle whilst having their milk and the childminder helps them to recognise their physical needs, such as when they feel sleepy. There are plenty of fresh air opportunities in the childminder's garden or going for walks in the local area.

The childminder helps children to understand and value diversity through the provision of positive images, daily activities and play. Children learn about other countries by acknowledging festivals, such as Diwali through art and craft activities and colourful displays. All children are included well and the childminder enables them to join in with all activities at their own developmental level.

Positive strategies are used to manage children's behaviour and the childminder has a lovely calm and patient approach in all interaction with them. Children enjoy the meaningful praise and encouragement given to them which makes them feel good about themselves. The childminder shares her time fairly with each of the children and encourages them to play well together, leading by example. Children are encouraged to be aware of expected behaviour with simple explanations, so that they play safely. For example, the childminder explains that it is important to tidy away toys before getting more out, so that they do not fall over 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	3
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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