

Inspection report for early years provision

Unique reference number	EY429366
Inspection date	17/04/2012
Inspector	Susan Marriott
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 three and six years old in Shortstown, near Bedford, Bedfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is level access to the premises.

The childminder is registered on the Early Years Register to care for a maximum of two children in the early years age range. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. The childminder is currently caring for three children on a part-time flexible basis in the early years age range. 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.

This calm, relaxed and friendly childminder enjoys the different challenges that looking after children brings. She has established a 'home from home', family environment where children can develop, flourish and feel happy and secure. Children experience a good range of activities and play opportunities, which promote their learning and development well, although, there is scope to improve the observational records. Strong partnerships have been established with parents and enables the childminder to meet children's individual needs. Inclusive practice is promoted well and the childminder has begun to self-evaluate her new service to drive continuous improvement.

What steps need to be taken to improve provision further?

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

- develop planning, assessment and learning priorities to fully secure children's good progress towards the early learning goals, for example, through the use of the criteria in the Practice Guidance for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children effectively and promotes all aspects of their welfare to a good standard. The childminder clearly understands her responsibility to protect children from harm. The childminder is aware of her duty to ensure that other people living on the premises are suitable to be in contact with children and has vetting information readily available to share with parents. Clearly written policies and procedures and all required written records underpin the safe and effective management of the well-organised service. Comprehensive risk assessment is in place and effective action is taken to manage or eliminate risks

for children. She ensures that her home is kept secure and entrances are monitored by a closed circuit television system. Daily diary records demonstrate that the children develop their understanding of staying safe through practising the fire drill on a regular basis.

Children are cared for in a comfortable, secure environment. Resources are well organised in the conservatory playroom and are readily accessible to the young children in the childminder's care. Her good understanding of anti-discrimination enables her to provide a service, which is inclusive for all children and their families. For example, parents highly commend her support for children who have English as an additional language and praise her inclusion of different cultural festivities for the children to learn about. The childminder has a clear understanding of the importance of working closely with parents and with professionals to provide a good level of support for children with special educational needs and/or disabilities when needed. The childminder demonstrates enthusiasm for her work. She is well organised and is positively motivated to continue to make changes that improve the outcomes for children. The childminder has begun to use self-evaluation as an effective tool to support her organisation of all areas of the Early Years Foundation Stage. She takes personal responsibility for updating her knowledge, using the internet to support her research and to secure her good capacity for continuous improvement.

The childminder has a secure understanding of the importance of partnership working to support children's continuity of care and transitions. She talks to school and pre-school staff on delivery and collection of children to ensure their continued welfare and happiness. Relationships with parents and carers are good and the childminder shares useful information with them, both verbal and written. Parents make positive comments about the provision, stating that the childminder's home is 'always welcoming, clean and well-organised' and that the 'care she provides is second to none'. They comment that the childminder 'works and communicates in a professional manner but also has a friendly ear to listen to any concerns'.

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

Children enjoy stimulating activities supported by dedicated interaction in this welcoming, clean and well-organised home. Children are actively supported in their development in this positive and happy environment. When the inspector arrives, children are enjoying experimenting with arts and crafts resources, making pictures of their choice. They read books with their childminder and count and identify the colours of toys. They spend some time playing with self-selected toys and enjoy physical exercise in the garden in-between the April showers.

According to the views of parents, from the very beginning, their children were comfortable around the childminder and settled in very easily. Children have great fun playing with all the toys and with the other children in the childminder's care. The childminder is always kind, patient and calm and all children seem happy, well-behaved and know what is expected of them. Parents testify that during the

summer holidays their children enjoyed walks, trips to the park, general play in the garden and themed activities, such as holidays and seaside. A Christmas activity party enabled the children to dress up, make stockings and tree decorations. Parents report that they love to see the sense of achievement on their children's faces when they come home bringing their goodies from the regular baking activities.

The childminder ensures that all children's learning and care is tailored to their individual needs and interests. She carefully evaluates each child in her care, considering their individual needs and interests; stage of development and abilities. She then uses this information to help plan challenging and enjoyable experiences across all areas of learning and development, in order to help develop their future skills. Planning evidence shows that children have the opportunity to celebrate different cultural events and parental references confirm this. Thereby, children develop a broader understanding about the world we live in and different people's lifestyles and cultures. Posters and pictures in Polish show that children's home language is valued and parents' comment that their children's English skills have improved incredibly.

Learning and development records are newly-established and evolving. Each child has a folder in which the childminder keeps examples of their creative work and photographic evidence. She writes appropriate comments linking these observations to the children's play planning and the six areas of learning. However, records are not sufficiently established to fully secure children's progress. The childminder agrees that there is scope to link the learning journeys more closely to the criteria in the Practice Guidance for the Early Years Foundation Stage.

Children are always kept safe from harm. They are constantly supervised and all hazards are identified and minimised or inaccessible to minded children. The childminder talks to the children a lot about the importance of staying safe. For example, she explains that it is not safe to play with the sand because the wind is strong and may easily blow sand into their eyes. Children's good health and well-being is actively promoted and good arrangements are in place for dealing with sick children, accidents and medication. Children have plentiful opportunities to play in the fresh air and enjoy physical exercise. Children's behaviour is managed well with sensitivity and understanding. For example, when children begin to misbehave with the foam alphabet mat, the childminder sets the children a challenge to see if they can find the initial letter of their name. Children develop good skills for the future as they put on their own hats and coats before going to meet the older children from school.

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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