

Inspection report for early years provision

Unique reference number	EY430290
Inspection date	17/01/2012
Inspector	Margaret Barwell
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 children aged five years and one year in a town close to March, Cambridgeshire. The whole of the ground floor of the property is used for childminding. The premises are accessible to all. There is a fully enclosed garden available for outside play. 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. There is currently one child attending who is within the Early Years Foundation Stage, they attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, inclusive environment where children are seen as unique individuals provides good opportunities for children's learning and development. The childminder knows each child well and effective settling in procedures allow her to assess each child's individual welfare needs and starting points. Children are enjoying and achieving in a stimulating environment which includes an exciting range of play experiences. Parents are fully involved in contributing to their child's learning and development and partnerships with local early years professionals further promotes good outcomes for children. Although self-evaluation is in the early stages of development, the childminder is committed to improving outcomes for children, such as developing more resources for them to explore different cultures. Most of the documents for the safe and efficient management of the setting are in place, but documentation for children's arrival and departure is not always accurate, which does not fully support their safety in an emergency situation.

What steps need to be taken to improve provision further?

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

- review arrival and departure procedures for children
- extend resources to help children appreciate and value similarities and differences of culture, gender and disability.

The effectiveness of leadership and management of the early years provision

The systems to support children's welfare are generally good, however, documentation for children's arrival and departure is not always accurate, which does not fully support their safety in an emergency situation. The childminder has a good understanding of the necessary steps to take in order to safeguard and promote the welfare of children. She has implemented a child protection procedure to follow, if she has concerns about a child being at risk of harm or neglect. The childminder is vigilant in ensuring children's safety within the home and for outings, as she conducts thorough risk assessments, to identify and eliminate any hazards.

The childminder organises her home and play resources well, to enable children to make choices freely from a stimulating range of age-appropriate toys. Resources generally support all areas of learning, although, toys that support children's understanding of diversity are limited. The development of children in relation to their starting points is good and all children are treated with equal care and concern.

Arrangements for parents and carers to communicate with the childminder take account of the individual needs of each family. Positive relationships with parents and a good two-way flow of information, ensures the partnership between home and the setting is strong. Therefore, parents and carers are meaningfully involved in contributing to their child's wellbeing, learning and development. The childminder has links with a local school and children's centre and is further developing systems to support smooth transitions for children in her care.

The childminder is highly motivated and reflective in her practice, constantly seeking to improve her service. Improvements secured since her registration include the successful completion of professional development, which underpins her good practice and helps to improve outcomes for children.

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

Children settle well within this nurturing environment. They enjoy a range of exciting activities that develop their skills, knowledge and understanding in all the areas of learning. A key strength is the childminder's very good knowledge of the children. This ensures that their individual interests are provided for and they become engrossed in their play. For example, children play with transport toys and they explore the recycling lorry for some time. It is a programmable toy. They particularly like pressing the buttons to make music and then sing and dance happily along. The childminder shows them how to press different buttons to make the recycling lorry move as well as play music, deepening their interest and sustaining concentration. Children persist with this toy for a long time, investigating what it can do. The childminder makes regular observations of such play experiences for each child and uses observations effectively to identify

children's next steps in their learning. Consequently she is able to ensure that future activities and resources effectively support every child's learning priorities and interests.

The childminder plays a vital role in providing high quality learning opportunities for children. She does this by supporting children to enjoy their play, to feel confident to experiment and discover so that they become curious, active learners. She is very interested in what children do and say and maintains a wholly positive atmosphere for their play and learning. Children benefit greatly from this and enjoy play that stretches and challenges their thinking or their skills. They have great fun with the childminder, exploring the possibilities of their voices through rhymes and singing. They enjoy attempting to say a new word, developing their early communication skills so that even very young children are becoming confident communicators.

Children's progress in communication, literacy and information and communication technology is developing very well. The childminder supports children to make choices and to develop skills of independence. Children choose what they would like to eat for lunch and feed themselves with growing dexterity. They develop a good understanding of the wider world through daily activities and visits to local groups. These activities support children to find a sense of belonging within different groups, to widen their circle of friends and to become more confident about transitions. Hence children are equipped with the skills they need for future successful learning.

The childminder sets consistent boundaries for children's behaviour and uses age appropriate strategies so that they develop an understanding of her expectations. Practical guidelines outlining positive ways to support children to behave well are shared with parents. This shared understanding between children, their parents and the childminder helps children to feel safe and secure. As a result, children behave well and they play happily on their own, with others or with the childminder. They respond to praise and encouragement from the childminder and display high levels of self-esteem. Children's growing confidence is supported by well-organised routines and the calm environment maintained by the childminder. Children begin to learn and understand how to keep themselves and others safe. They learn about road safety as they walk to school to collect older children and consolidate their learning as they attend a road safety event at the local children's centre. The children demonstrate an understanding of keeping themselves healthy. They choose from a variety of healthy foods and drinks for breakfast and lunch. In addition, children have good opportunities to enjoy fresh air and exercise. For example, they run in the garden, play on the trampoline and other equipment, developing their large muscle skills, as they jump, run, cycle and play.

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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