

Inspection report for early years provision

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Inspection date	03/05/2012
Inspector	Kathryn Fletcher
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 their child aged eight years old. The whole of the house is used for childminding, except for the master bedroom. The garden is available for outside play. The family have two pet cats. 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 six children under eight years at any one time, of whom, no more than three may be in the early years age range and of whom, no more than one may be under one year old. There are currently three children attending, who are within the early years age range. 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 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the children she cares for and they make, generally, good progress towards their early learning goals from their starting points. Policies and procedures are in place to ensure the safe and efficient management of the provision and these are maintained effectively. The childminder provides a safe, welcoming and enabling environment where children's uniqueness is respected. Overall, she has implemented systems to work in partnership with other providers and parents to meet children's individual needs. The childminder is developing self-evaluation systems, in order to identify the strengths of the provision and to prioritise areas for improvement.

What steps need to be taken to improve provision further?

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

- develop systems of observation and assessment to ensure that next steps and learning priorities for young children are routinely identified, in order to plan more effectively for their progress towards the early learning goals
- develop further systems that fully involve parents in a consistent and productive partnership that contributes to improvements in children's outcomes in learning and development.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded as the childminder effectively maintains and implements policies and procedures and has measures in place to ensure the safe and efficient management of the provision. There are detailed risk assessments for the home and for individual outings. These are updated as required. This ensures that the childminder can offer the best care for children when out and about. The children are further protected because the childminder has good supporting policies in place. She keeps and maintains accident, medication and attendance records and emergency evacuation procedures are followed.

The childminder offers a secure and well-resourced environment, indoors and outdoors, that promotes children's independence through plentiful opportunities for investigative play and exploration. Her thorough knowledge of the children's individual needs means that she is able to provide and maintain a fully inclusive learning environment. The childminder also provides resources, experiences and activities that reflect different cultures and the wider society.

Partnerships with parents and other providers are very good as the childminder works closely with them. Effective communication systems are in place to ensure that parents are fully informed of their children's progress at all times through communication books and their learning journals. These include annotated photographs and details of children's achievements towards the early learning goals. The childminder is beginning to develop systems that offer further opportunities for parents to contribute to their children's learning and development. There are very positive comments from parents as they state that they are extremely happy with the level of service they receive.

The childminder is positive about bringing improvement and further promoting good outcomes for children. She is aware of the strengths and weaknesses of her provision and has identified areas for improvement through the self-evaluation process.

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

The childminder supports children through the provision of an appropriate environment that promotes active learning through play and exploration, both indoors and outdoors. Children are settled and happy within the childminder's provision and records show that they are making good progress in all areas of their learning and development. The childminder uses her secure knowledge of individual needs and interests to support learning. For instance, she plans relevant activities and experiences, which enable children to learn, develop and gain confidence and independence. Observations and assessments are completed as part of the planning system, although, these are not robust enough to sufficiently

identify the next steps in learning.

Children play well independently and have developed strong relationships with the childminder. This is shown by how they involve her in their play and seek support from her. Children develop language and communication skills as they interact with the childminder during play and snack times. For example, as they role model language when playing with the wooden food and chopping board. They also talk about texture, when experiencing mark making with shaving foam and about the different colours of paint when making handprints. They increase their problem solving and mathematical skills as they enjoy counting and matching coloured blocks. Children access programmable toys, which helps them develop their skills for the future. Planning shows that there is a careful balance of adult-led and child-initiated activities. Children can select resources and try out their own ideas.

Children feel safe in the provision as they move about freely and confidently and resources are stored safely. The childminder teaches children to manage their own risks and assess the safety of their environment. The childminder supports children by encouraging good behaviour and the use of manners.

Children's good health is promoted through the provision of healthy snacks. They can ask for fresh water and have well-established hand-washing routines. The childminder values the outdoors as a healthy learning environment and allows children to have daily access to the secure outdoor area. There are opportunities to explore resources, such as, the climbing frame, slide, construction resources and ride on toys that help children to develop and gain confidence in their physical skills. The childminder plans further opportunities for fresh air and exercise as they take regular walks to the park and enjoy music and dance activities. Children are supported in their health and well-being as accident records are kept by the childminder and signed by parents. Appropriate procedures for administering medication are also followed.

Children learn about the world around them and the wider society as the childminder takes them on outings to the places of interest in the local area. For example, they enjoy events at the children's centre and visits to the library. The childminder promotes respect for others and encourages children to appreciate people's differences through stories, craft activities, tasting foods from different cultures and celebrating festivals. The childminder actively contributes to the development of children's self-help skills and they receive lots of praise as they learn to be independent. For example, as they attempt to put their own coats on and try to fasten them. Children are made to feel valued and welcomed. This is shown through the contented way they play and take full advantage of the provision that is offered.

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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