

Inspection report for early years provision

Unique reference number	EY439928
Inspection date	26/04/2012
Inspector	Tina Garner
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 in Grantham, Lincolnshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder provides care on Mondays to Fridays all year round. She is registered to care for six children under eight years and is currently offering care to four children all within the early years age range. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a secure and welcoming environment in which all children thrive, make good progress and where their development is consistently promoted. The childminder builds trusting relationships with parents and offers an inclusive environment. Through reflecting on her practice, the childminder is gaining a picture of her strengths and areas for development of the daily care and experiences for the children she looks after. She demonstrates a high commitment to her childminding and is enthusiastic about making and sustaining improvement.

What steps need to be taken to improve provision further?

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

- develop the system of assessing and recording children's progress, clearly prioritising next steps for them to work towards in each of the six areas of learning and use the information to plan some practical play activities to help each child reach their full potential.

The effectiveness of leadership and management of the early years provision

The childminder uses effective systems to safeguard the children. She is very aware of her responsibility to refer any concerns she may have about the children's welfare and of the appropriate action to take. All relevant policies and procedures are in place and the childminder conducts risk assessments on all areas children access. The childminder is vigilant about the security of the children and closely monitors any visitors. The adult members of the household have completed the relevant background checks through the Criminal Records Bureau. Clear records are in place to meet the requirements and paperwork containing information about

the children is stored appropriately to ensure confidentiality. Children thrive in the care of an experienced nursery practitioner who has attended all the mandatory childminding training. She attends additional courses to keep updated on current childcare issues.

The childminder organises her home to provide a stimulating and child-friendly play environment. Resources are age appropriate and linked to the interests of the children being cared for. There is an action plan to enhance further the range of activities offered through a rich and varied outdoor play environment. Daily routines are flexible and are focused around children's individual needs with time for rest and quiet play as well as fresh air and exercise. The childminder understands the need to encourage children to become aware of diversity and similarities and differences in other people, and she has resources which enable her to do so.

The childminder develops successful working relationships with parents and carers. She works closely with parents from the outset, gathering key information about children's individual care needs and interests to help them settle in. Regular informal discussions and daily journals keep parents up to date about their children's daily care routine and achievements. However, opportunities for parents to share information regarding their child's starting points and ongoing development at home is currently limited. Parents are invited to contribute their views and suggestions about the care provided. References from parents express that they feel extremely pleased that they have found a trustworthy, reliable and professional childminder and are impressed with the high level of care she provides. The childminder is also establishing close links with the local pre-school to ensure that she promotes continuity in children's care and learning.

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

Children are happy, confident and settled in the comfortable and relaxed atmosphere of the childminder's home. They concentrate well as they listen attentively to stories and join in singing songs and action rhymes. The childminder spends her time playing with the children and has a sound understanding of their interests and individual daily routines. Good use is made of interaction during play to support and progress children's learning through, for example, demonstration of skills and the use of gentle questions to make children think. Children make choices in their play and have good opportunities for play outside of the home. Their awareness of the outside environment and appreciation of nature is enhanced as they enjoy exploring the sensory garden and dig in the soil in the hope of finding worms and slugs. The childminder recognises the importance of offering young children social opportunities. They regularly meet up with other children at differing play sessions to enjoy social activities and special events. Children are making good progress with their learning. The childminder observes their learning and records their achievements in individual learning journeys, which she then shares with parents. She successfully supports each child through practical activities. However, links between observations and play planning are not yet fully secure to ensure children's most relevant next steps are consistently

planned for.

Children experience activities and opportunities to develop their skills suitable to their age and abilities. For example, children demonstrate confidence in exploring and accessing the role play equipment and play imaginatively with dolls, trains and small world resources. The childminder sits at the children's level and provides encouragement and praise as she allows the child the freedom to explore. They undertake art and craft activities, creating pictures of their own design. They enjoy sand and water play outside and join in singing sessions and use musical instruments. Children begin to learn about diversity through books, toys and discussion with the childminder.

They benefit from the childminder's fully inclusive approach and she encourages the children to begin to care for each other and to work together. For example, she supports them to share and to take turns. Children are able to make choices and decisions; they can select freely from a range of activities set out by the childminder and show confidence as they move between the variety of activities provided. Children respond very positively to the childminder's kind, caring and calm manner. The childminder praises and encourages them enthusiastically, increasing their sense of achievement and promoting positive behaviour. They are beginning to learn to take responsibility for their own safety when out walking and also in the home where they learn about playing safely. Successful practices are in place to promote children's health. Children learn to understand simple good health and hygiene practices as they follow the daily routine. For example, they are aware to wash their hands before eating and after using the toilet. The childminder is flexible in the provision of meals in line with parents' preferences. Children stay hydrated as drinks are accessible and offered routinely throughout the day.

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	1
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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