

Inspection report for early years provision

Unique reference number	EY441424
Inspection date	19/07/2012
Inspector	Melanie Eastwell
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 2012. She lives with her partner and one child aged 17 months in Wixams, near Bedford. The whole ground floor of the home and one bedroom upstairs are used for childminding and there is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and a lizard.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children on roll in this age group. When working with an assistant, they may care for a total of six children under eight years, of whom no more than four may be in the early years age range. The childminder also provides care to children aged over five years and she is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has developed a good understanding of each child's unique needs and this means that, overall, she is successful in promoting their care, learning and welfare. Children are very safe and secure and they enjoy the childminder's gentle and enthusiastic involvement in their play. The partnerships with parents are excellent and this, alongside strong partnerships with other professionals involved with the children, is significant in making sure the needs of each child are met effectively. Self-evaluation procedures are in place that clearly identify this provision's many areas of strength and some well-targeted priorities for the future.

What steps need to be taken to improve provision further?

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

- extend the procedures for observation and assessment by revisiting each child's next steps and ensure that all the documents are linked to show how they work together to demonstrate how each child is progressing.

The effectiveness of leadership and management of the early years provision

The childminder's daily activity with the children is underpinned by well-organised documentation, policies and procedures. Safeguarding is given high priority. For example, all adults in the household have the required clearances in place and the

childminder maintains close supervision of the children at all times. She fully understands the importance of following the Local Safeguarding Children Board procedures in the event of any concerns and systems are in place to make any required records. The children are safe because the childminder has devised comprehensive risk assessments that are regularly reviewed and take account of all aspects of her home and each type of outing the children are involved in. Children have access to an abundance of appropriate and very well-maintained play materials and resources. Some of these are set out ready for them when they arrive and the children are encouraged to choose freely from boxes and baskets set out on the floor. The childminder has organised the space to allow for free-flow play into the garden and the children thoroughly enjoy this.

The childminder has developed excellent partnerships with each child's parents, which contribute greatly to their children's needs being well met. The childminder seeks detailed information from parents and fully involves them in their child's progress on an ongoing basis. She supplies all parents with daily verbal feedback and children in the early years age range also have written feedback in the form of a daily diary. This gives detailed information and photographs about their daily routines and the activities they have enjoyed. Parents are consulted about their child's learning because the childminder shares observation records and discusses with them possible areas for children's next steps. This effective partnership working extends to other agencies who are involved with the children. The childminder communicates with professionals when required to ensure that children's specific needs can be met and that individual care plans are implemented consistently. She is aware of the benefits to children of maintaining effective partnership working with other providers delivering the Early Years Foundation Stage. This contributes to a consistent approach and a smooth transition for the children.

Procedures for self-evaluation have been implemented by the childminder. These identify areas she is confident in and her plans for the future development of her provision. She demonstrates a strong capacity for continuous improvement. For example, she has completed a number of training courses and is keen to keep her knowledge up to date. Parents have been involved in the process through the use of questionnaires and they report positive feedback about their children's experiences at the setting.

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

Children demonstrate clearly that they feel safe with the childminder. For example, they are confident to move between their chosen activities and they approach the childminder for comfort and reassurance as they need it. Babies readily settle to sleep while having a cuddle and they wake happily. The childminder promotes children's independence through allowing them to have plenty of choice of the play materials. Babies enjoy exploring the different items in the boxes and choose books to look at. Older children are consulted about what they would like to do and all children have free-flow opportunities into the garden. This is set up with water and sand trays, as well as climbing equipment that is suitable for their ages.

All children are treated as unique individuals and with respect. The childminder knows them all well and can describe their different personalities and preferences.

Children begin to learn about the world through activities, such as, planting, walks and outings to groups and parks. There are a good range of resources that celebrate diversity, such as books and small world characters. Children who have special educational needs and/or disabilities and those who speak English as an additional language are supported effectively following careful discussion with their parents. The childminder has experience of working with children who have special educational needs and/or disabilities and she plans thoughtfully so that all children have equal access to all the activities on offer. She supports children who are learning English through reflective listening and reading books with them.

Children's continued good health is promoted because the childminder follows effective practices for food preparation and nappy changing that minimise the risk of cross-infection. She has also completed a food safety course. Children's dietary needs and preferences are discussed with their parents. The childminder provides a balanced range of meals and snacks and discusses with parents before introducing new food tastes to babies. Children thoroughly enjoy the childminder's highly positive interaction with them during their play. She shows babies a range of different toys and demonstrates how to press the buttons on interactive toys to make sounds or music play. Babies smile at the childminder when they manage to do this. They enjoy being introduced to new experiences, such as planting. The childminder encourages children to choose their own plant and to feel the texture of the compost in their hands. She ably supports children to work together and to think of others. She employs appropriate strategies to manage children's behaviour and always explains why certain behaviour is not acceptable. The children respond to her gentle and consistent approach with them.

Each child's progression is recorded through regular observations. The childminder links these to the relevant areas of learning and uses the 'Practice Guidance', as well as information from parents, to plan suitable next steps for each child. However, she has not yet revisited the identified next steps and does not currently cross-reference the written planning and observation records to clearly demonstrate the progression each child is making. The childminder is very effective and organised in her care of the children. They respond positively to her sensitive and caring approach and this promotes their feelings of well-being and belonging in her home.

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	1

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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