

Inspection report for early years provision

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Inspection date	30/07/2012
Inspector	Anne Barnsley
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 teenage son in Branston, Lincolnshire. The whole house except for one room is used for childminding. There is an enclosed garden for outside play. The premises are accessible by one step and the family has a small dog as a pet.

The childminder provides care each week day from 7am until 6pm, including during the school holidays. She works with an assistant and she is registered to provide care for a maximum of six children under eight years at any one time. She currently has a total of three children on roll. Two children are in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is a member of the National Childminding Association. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a homely and welcoming setting, which is very well organised to meet the individual needs of the children who attend. Activities and resources are planned well so that children make good progress with their learning and development. Partnerships are firmly embedded and ensure consistency and continuity for children. Self-evaluation is mostly used well to drive improvements.

What steps need to be taken to improve provision further?

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

- involve children in emergency evacuation drills and maintain a record of these and any issues that arise
- demonstrate more clearly the setting's targets for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder fully understands her duty and responsibility to protect children. She has a good understanding of child protection procedures and the signs that would raise concerns. All necessary records, policies and procedures are comprehensively maintained. Safety checks are completed every day and effective safety measures are in place for the ages and stages of children who attend. Adults who have close contact with children are appropriately vetted for their suitability. The childminder regularly reviews her practice and has started to use a continuous system for self-evaluation. She has introduced many improvements to her setting since becoming registered, building on the initial

systems, resources and practice. She has yet to show future targets clearly and include the improvements she has made into her self-evaluation document. However, she is able to demonstrate her future intentions verbally such as applying for an improvement grant to develop outdoor learning. She is committed to developing her knowledge of childcare by attending regular training, for example, she has completed the Early Years Foundation Stage training around the new framework and is booked to do an observation and assessment course to compliment this.

The childminder operates an equal opportunities policy and will challenge any form of discrimination. Her systems effectively promote each child's uniqueness as every child has individualised planning around their interests, needs and next steps. The childminder knows the children she cares for well and has an assistant working with her to ensure that all children are fully included and that specific needs are consistently met. She organises her setting very well and keeps her assistant fully informed of issues, changes and all mandatory aspects of her setting such as safeguarding. Children benefit through the positive working relationship between their parents and the childminder. Information is shared through daily diaries, learning journeys and an 'All About Me' form for their children. The childminder uses this information very well to assess each child's individual needs when they have their settling-in visits. Parents contribute to their child's diaries and learning journeys, which gives the childminder a full picture of the child at home as well as in her setting. This enables her to meet children's whole range of needs and interests. She has established very strong links with the local school that children attend. She works well in partnership, both through discussion and working with the targets that have been set in individual learning plans by the school. Children with special educational needs are very well supported. Children receive good continuity and consistency in their learning and are well prepared for their transition.

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

This setting is organised very well to enable children to be actively engaged from the moment they arrive. The childminder has an extremely good knowledge of each child's interests and specific targets to move them to their next steps in their learning and development. Her planning is individualised, which enables her to organise resources and activities effectively for every child on the days they attend. She covers all areas of learning well. She skilfully achieves this through one activity as she has good knowledge of the six areas of learning and of each child's preferred learning style. Children are also able to access their toys easily and can ask for specific things that they would like to do instead. By planning well in advance children know what they will be doing and are able to look forward to this before they come. This helps them to feel a strong sense of belonging and contribute to ideas. As a result children, including those with special educational needs, settle extremely well as they engage in play of their choice. For example, one child really enjoys the Thunder Birds toys and is very knowledgeable about who pilots which one and which island they live on. The child and assistant engage

in role play, firing up boosters, using fire extinguishers as the child says there is an emergency fire. Another, younger child enjoys playing with the supermarket trolley and filling it up with goods and pushing them around the room. The childminder engages extremely well with the children, playing matching games with a two-year-old, talking about colours and working out which pictures go together.

Through the childminder's close partnership working she plans effectively around needs that have been identified as important in other settings. For example by following school planning and their aims to support children. She works very closely with the parents and successfully provides the continuity that children need. Children learn to share, take turns and negotiate well. Her planning and her observations show how she achieves this and helps children to make good progress towards these goals. Her observations and interaction through play show how well children are learning to develop their concentration skills and can sit for longer periods of time engaging in activities, which they enjoy, such sorting, matching and looking at books. The childminder and children discuss size, shapes, colours and quantity when they are playing together. They do many crafts which develops their creative skills and early writing skills through mark-making. They learn to use money through playing with tills in role play, which develops their numeracy and calculation skills. Children have lots of electronic toys and they use these well and they have the use of a computer to develop their computer skills.

Children develop a good understanding of the importance of developing a healthy lifestyle. They engage in many activities about food, where it comes from, what is good to eat and why. They are well nourished, having light snacks in the morning and afternoon, a light lunch and an evening meal if requested. Children have plenty to drink and the childminder is a very good role model as she drinks water throughout the day to set a positive example. The childminder promotes positive hygiene routines and children know to wash their hands and how to take care of their personal needs. This includes young children who are still in nappies as they learn to tell the childminder that they need changing. Children show a healthy sense of humour and how well settled they are when a child tells the childminder they need a nappy change, but laugh and giggle when she sees this is a joke. Children show that they are happy and their emotional health is promoted well. Children all have their own individual towel to help reduce the risk of any cross-infection. They have daily play in the garden and also go to the nearby park often to use larger apparatus and to the woods for nature walks. This ensures that they have plenty of fresh air, develop their large muscles and also learn about their environment and how to keep themselves safe. The childminder ensures that children become familiar with the routes they take and know why it is important to cross at designated places. As the childminder has not been minding for long the children have not yet practised fire drills to help them know how to act appropriately in the event of an emergency. However, children show how well they listen to the childminder and take notice of what she says. They behave very well and understand right from wrong. The childminder ensures that children are becoming responsible and capable young learners and are developing the skills that they need for their future.

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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