

Inspection report for early years provision

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Inspection date	10/12/2009
Inspector	Janette Elizabeth Owen
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1997. She lives with her husband, mother-in-law and twin sons aged 14 years in Hartpury in Gloucestershire. The whole of the ground floor is used for childminding. The family has two cats and a dog as pets.

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. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are understood and effectively met by the childminder. She has developed a good knowledge and understanding of individual children through the very good partnership she has fostered with parents. The childminder follows good practice and procedures to ensure welfare requirements are met and children's individual routines followed. The childminder has a very good understanding of how children learn and develop and uses this knowledge when providing children with good play-based learning experiences. There are satisfactory systems in place to enable the childminder to develop her practice and identify areas for future improvement.

What steps need to be taken to improve provision further?

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

- improve further the organisation of the setting: develop confidence in, and the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder has a clear understanding of her role in protecting children from harm and reporting any concerns that may arise. She follows the Local Safeguarding Children Board guidance and provides information in the form of a written policy for parents. Children's safety is maintained within the home and outside because the childminder successfully completes risk assessments which enable her to identify any potential hazards and to take the necessary steps to ensure children's safety. She has improved children's welfare by ensuring medication records are completed appropriately and information is shared with parents and by obtaining written consent from parents

on children's sleep arrangements.

Children benefit from the positive relationship the childminder has developed with parents. Good channels of communication mean that a two-way flow of information is exchanged between the childminder and parents. All required information and consents are sought when children are minded. Parents provide information on children's individual daily routines which the childminder follows to ensure children are able to settle well and feel secure. The childminder understands the importance of working with other practitioners and agencies involved in the children's care and development. She has the experience and ability to provide effectively for children with special educational needs and/or disabilities, working in partnership with parents, carers and others.

The childminder organises the day so that children's individual routines are respected and they are provided with a balanced range of child-initiated and adult-directed activities within the home and outside. Good use is made of the environment in which the childminder lives to enable children to explore and investigate natural and living things. A large variety of good quality toys and resources are made available to children enabling them to make choices and decisions about what they want to play with. Children are making good progress in relation to their starting points at their own pace because the childminder has a good understanding of each individual child's needs and stage of development. She has begun to develop more formal procedures for observing and assessing children's progress as they move towards the early learning goals. This information is provided in the form of a diary or observation sheets for parents to view and comment on.

The childminder has made improvements to her provision since the last inspection. For example, developing her written documents and children's assessment records. Although the childminder's self-evaluation identifies the strengths it is not fully effective in identifying targets for future improvements. Parents are involved in completing questionnaires which the childminder has used to inform her self-evaluation as well as providing letters of praise for her care of the children.

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

Children's care, learning and development is very well supported. High priority is given to nurturing children's personal, social and emotional development. This results in children who are well settled, happy and show a strong sense of belonging and security. Children develop a close bond with the childminder because she understands their needs well and works closely with parents to ensure children's individual routines are followed. Children learn to be independent, helpful and well behaved because the childminder uses positive strategies to enable children to begin to show a good awareness of responsibility and co-operation.

Children are looked after in a comfortable, welcoming and stimulating environment which reflects their interests and backgrounds. Activities based on children's

individual interests are used well to successfully promote their learning and development. Consequently, children make good progress given their capability and starting points. The childminder uses her good knowledge of child development to support children in acquiring new skills and understanding and to provide challenges which enable them to move onto the next stage in their learning. Daily routines as well as activities are used effectively to enable children to develop skills for the future. For example, shopping expeditions involve children in identifying what provisions are required and how to purchase them. Good use is made of children's own experiences in extending ideas and understanding. They re-enact familiar situations using small world toys, setting up families within a house or talking to the childminder about family activities, such as the excitement of buying new shoes. This enables children to make sense of the world around them.

The involvement of the childminder in children's play helps them to concentrate, develop their language skills and promote their safety and well-being. Children are active learners, making choices and decisions for themselves. They demonstrate their understanding of things as they talk about what they are doing. For example, talking about different insects as they make models with play dough, learning that spiders have legs but no wings. They use tools and materials safely to make shapes and models.

The childminder is skilled in guiding children's interests so that all areas of learning are covered and children receive enjoyable and stimulating experiences. Their individuality and creativity is fostered through creative activities such as music, arts and crafts. Good use is made of the outside environment to enable children to use their natural curiosity to explore and investigate the world around them. They have ample opportunities to be physically active and get fresh air. Outdoor activities widen their understanding of living plants and creatures. Additional activities and resources help extend this understanding further using reference books and stories to find out more. Children are taught about healthy lifestyles, benefiting from the home-cooked meals and healthy snacks. They learn to manage their own personal care and hygiene when developmentally ready.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
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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