

Inspection report for early years provision

Unique reference number	101011
Inspection date	09/11/2009
Inspector	Zahida Hatia

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 has been registered since 1994. She lives with her husband and adult daughter. They live in a detached, four-bedroom house in a cul-de-sac in Brockworth on the outskirts of Gloucester. Local amenities and public transport systems are within walking distance. The whole of the ground floor, except for the office and lounge, is used for minding. There is an enclosed rear garden available for outdoor play. The family has a pet dog.

The childminder is registered to care for six children at any one time, of which three may be in the early years age group. Care is provided on a full and part-time basis throughout the year. Currently there are nine children on roll, two of whom are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, inclusive service in which all children are treated as individuals and their welfare needs are effectively met. Children make good progress within their learning as the childminder plans stimulating activities around children's individual interests and stages of development. Effective partnerships with parents and other early years providers has been established in order to meet children's individual needs. The childminder is developing systems to enable her to reflect on her childcare provision and to target areas for improvement to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the system used to assess children's learning, so that children's individual progress can be effectively monitored
- further develop the use of self-evaluation by involving parents and children in the process

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded as the childminder and other household members have had suitable checks completed. The childminder practises her safeguarding training fully to ensure that all the children in her care are safe and secure at all times. She demonstrates good knowledge and understanding of safeguarding issues and the procedures to follow if concerns

about children's welfare are raised. The parents are informed about the childminder's safeguarding responsibilities in her child protection policy. This, combined with up to date records for attendance, medication and accidents, ensures children are well protected.

The childminder knows the children she cares for well and organises her day to meet their individual needs. The wide range of activities both indoors and outdoors help children to make good progress in their learning and promotes their welfare. Effective risk assessments are conducted to ensure that children are safe throughout the day. Indoor and outdoor play spaces are well organised so children have easy access to a good range of age-appropriate play equipment. As a result, children are able to make independent choices.

Settling-in procedures are tailored to suit the individual child and family, which helps the childminder to get to know the children well. The childminder and parents work very well together. She is proactive in gathering details from parents about the children before they start to attend to ensure their individual needs are met. Parents receive regular information about their children's activities through photographs and daily feedback, which helps to keep them informed of their children's progress. A clear set of policies and procedures have been developed to help the childminder support the care of the children and inform parents about the service. Parents provide complimentary written references for the childminder and express their overwhelming satisfaction with the quality of service that is provided. The childminder has successfully made links with other providers delivering the Early Years Foundation Stage (EYFS) for children in her care, in order to ensure progression and continuity of care.

The childminder uses the Ofsted self-evaluation form to help her identify the strengths and weaknesses of her provision, enabling her to make improvements. However, she has not included the views of parents and children in this evaluation. This means that priorities may not be as accurately targeted. Improvements have been made since the last inspection. For example, she has improved the system to record actual children's arrival and departure times, which further safeguards children. She has ensured that her first aid training is updated to meet registration requirements.

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

Children are making good progress across all areas of learning and development. The childminder has a good understanding of child development and the Early Years Foundation Stage (EYFS) which is effectively implemented into her everyday practice. The relevant information collated at the initial meeting with parents about what children enjoy and can do is used well to assess their individual starting points. Children thoroughly enjoy the time they spend with the childminder, who provides a stimulating and caring environment. Younger children are animated and enthusiastic as they make choices about their activities. Children take part in a good range of activities because of the childminder's very clear understanding of how children learn and develop. Their age and stage of development is taken into

account to ensure they receive the maximum benefits from the activities. Regular observations are undertaken by the childminder, who has begun to collate children's work. However, the system used to track children's development does not clearly identify the milestones that the childminder should be assessing against, which makes it difficult to clearly monitor and track the progress that children are making towards the EYFS.

Children receive lots of individual attention from the childminder who actively supports their growing independence, encouraging them to work things out for themselves. For example, a young child successfully worked out how to retrieve a ball from under a piece of furniture and was thrilled with his achievement. The childminder interprets younger children's non-verbal language well, responding warmly to their requests to be cuddled or finding out what they are pointing at. They learn about the local community on their walks to the park or the school. Children develop their creativity with paints, dough and collage materials and explore different materials, such as pasta, dried beans and different textured paper. Children have many suitable resources that help them learn about diversity and disability. For example, the childminder has recently been looking at the diversity of family units. A child has made a collage of the food she eats at home with her family such as rice, peas and chicken. The childminder uses this to promote discussions about different cultural foods.

Close and caring relationships between the childminder and children develop their confidence, self-esteem and promote a strong sense of self. Children are cared for tenderly and with great affection. Consequently, they feel secure and extremely happy. Children's health and well-being are effectively promoted. The childminder takes full account of children's dietary needs and ensures that parents provide nutritious meals which include fresh vegetables and fruit. The childminder ensures that she provides drinking water through the day, using individual bottles for each child in her care. The childminder takes appropriate steps to prevent the spread of infection and encourages good personal hygiene routines which are reinforced through explanation and role modelling. Children learn how to keep themselves safe through daily routines, such as learning about road safety as they walk to and from school.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met