

Inspection report for early years provision

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Inspection date	09/12/2009
Inspector	Sheena Bankier
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 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for four children under eight at any one time of which one may be in the early years age group. There are currently four children on roll in the early years age group. Children mostly attend on a part-time basis.

The childminder lives with her husband and four children, three of whom are at school or college. The downstairs is mainly used for childminding with access to the first floor for sleeping facilities. There is an enclosed garden for outdoor play. The family have a pet dog.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a good range of play experiences and the childminder plans effectively for their progress. The childminder understands and knows children's individual needs well. Parents receive very good information from the childminder and they benefit from positive partnerships. The childminder recognises the importance of high standards of health and safety to protect children from potential harm. The management of health and safety procedures are overall very good. Ongoing training enables the childminder to increase her knowledge and understanding of good quality childcare, and develop good levels of confidence in most areas of her practice.

What steps need to be taken to improve provision further?

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

- review own knowledge about different cultural groups and establish opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds
- review the timings of the evacuation procedure to ensure evacuation drills are carried out regularly.

The effectiveness of leadership and management of the early years provision

Clear procedures promote the safeguarding of children very well overall. The childminder competently assesses potential risks and hazards to children, in and outside of the home. Written records of assessments are in place and the

childminder individually assesses potential risks of temporary items, such as the Christmas tree. The evacuation procedure covers all areas of the home the children have access to and the childminder records the practises she undertakes. The childminder has not fully considered practising the evacuation procedure more regularly to consolidate children's understanding of it. The childminder has undertaken child protection training with different organisations. She understands her responsibilities to children well and has a comprehensive policy and procedure in place. This clearly details the procedures she will follow in the event of concerns or an allegation arising. Parents receive a copy of the policy. This enables them to understand the childminder's responsibilities to children's welfare well.

The childminder reviews her practice and demonstrates a good understanding of her strengths and areas to develop and improve. Effective communication with parents enables the childminder to take their views and opinions into account. Further training enables the childminder to provide a strong service that greatly benefits parents and children. The childminder has acted on recommendations and information from her last inspection, to make improvements to her service. This enables the childminder to drive continuous improvement effectively. The childminder organises the environment well to enable children to see what resources are available and she actively encourages children to make their own choices. Children have equal access to age and developmentally appropriate toys and resources. Freely available resources raise children's awareness of diversity in society, for example, small world figures of older people.

The childminder gains very good information about children's individual needs from parents, such as special words for particular items. She gains good information about languages spoken, cultural and religious needs. The childminder demonstrates a good understanding of the different needs of children, such as events celebrated at home and religious dietary requirements. The childminder is less confident in using the information she gains to provide experiences to acknowledge children's differences. The childminder provides very good information to parents about their children. Parents receive a full set of the childminder's policies and procedures. Two-way diaries are in use that supports the effective exchanging of information. Time is set aside to ensure parents have good opportunities to discuss information with the childminder. This ensures continuity in meeting children's needs. Electronic forms of communication are also in use, such as email to communicate and exchange information. The childminder has good partnerships with other settings. The childminder gains information and shares it with other settings. This promotes consistency in meeting children's welfare and learning needs.

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

Children are secure and content in the childminder's care. Children have good relationships with the childminder. Children enjoy cuddles and their time spent with the childminder, such as sitting on the sofa together looking at books. As a result, children feel safe in her care. Children learn to keep themselves safe, for example, when outside of the home. Children understand that they need to hold

hands or hold the pushchair as they walk to and from school. Children develop understanding about safe road crossing through practising this with the childminder and discussing 'stopping, listening and looking' before crossing.

The childminder provides a good balance of healthy foods with some treats in moderation. This enables children to recognise and understand the importance of eating a well balanced diet with healthy choices. Children eat around the table to support their social skills and to encourage children to eat well. The childminder has a very good understanding of children's individual needs, such as a small appetite. This enables her to present food to children to ensure it is attractive to them and does not overwhelm them. The spread of infection is minimised well through the childminder's procedures, for example, children have access to a clean towel daily for hand drying. Regular routines are in place to support children's understanding of the importance of good personal hygiene. The younger children demonstrate good understanding of these as they hold out their hands for a baby wipe to clean their hands. Children benefit from fresh air and physical activity daily as they walk to and from school. Regular visits to local parks enable children to use a good range of equipment to extend their physical development. The childminder encourages physical activity indoors, such as gently rolling and catching a soft ball supporting their eye and hand co-ordination. This enables children to develop control over their bodies and challenge their physical skills in and out of doors.

Regular outings promote children's understanding of the local community and the world around them. Toddler groups and the childminder drop-in sessions enable children to develop their social skills with a larger group of adults and children. Children increase their independent skills, as they develop confidence to explore the activities and resources on offer at these groups. Visits to the library encourage children's interests in books and provides them with opportunities to choose and select resources to use at the childminder's home. The childminder involves children in shopping trips, ensuring it is a worthwhile experience, such as finding a particular colour fruit. Visits to Dinton Pastures enable children to learn about living things and to observe nature. The childminder uses outings to support children well, such as counting what they see and increasing language skills through discussions.

Children learn through good play experiences. They explore and investigate electronic toys promoting their understanding of information and communication technology (ICT). The childminder supports children's problem solving, reasoning and numeracy development through practical activities, such as using stacking cups. The childminder and children count these and use them effectively to develop understanding of concepts of 'too big' and 'too small', as they fit the cups inside each other or build a 'tall' tower. The childminder encourages children's recognition of colour through all activities, for example, colouring in pictures, role play resources and puzzles.

Good records of children's progress are in place. Parents have access to their children's records of progress. The childminder encourages parents to share information about their children's development to build a bigger picture of children's achievements. The records of progress clearly detail the children's achievements in their development through short and long observations,

photographs and examples of children's own work. The childminder makes clear links with the Early Years Foundation Stage (EYFS) and this enables her to track children's progress securely. The childminder competently identifies children's next steps in learning. The next steps link to individual plans for each child. This effectively underpins children's learning and future progress, as the childminder actively plans activities and play experiences to consolidate and extend children's development. As a result, children acquire good skills for the 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

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

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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