

Inspection report for early years provision

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| Unique reference number | 208654 |
| Inspection date | 07/10/2009 |
| Inspector | Alison Putnar |
| 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 registered in 1993. She lives with her husband and adult daughter in a bungalow in the centre of the village of Caythorpe. The property is within walking distance of shops and park facilities. Children mainly use the conservatory, lounge and dining room, although at times the older children also access one of the bedrooms. There is a large enclosed garden for outdoor activities.

This childminder is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register. She may care for six children under eight years old at any one time, children over eight also attend. There are 12 children on roll attending part-time during the week, four of these are in the early years age range. The childminder is a member of the National Childminding Association (NCMA) and also works at the local playgroup.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder values children's uniqueness and builds effective relationships with parents to ensure that individual needs are met. Children make good progress in their development as they access a varied and stimulating range of indoor and outdoor activities. Methods for recording and tracking children's progress are emerging well. The childminder uses her years of experience and detailed knowledge, gained through attending relevant training events, to ensure that children are safe and their welfare is protected. She reviews her service through informally gaining feedback from parents and methods of self-evaluation, bringing about improvements to ensure the service is continually evolving thus benefiting the children.

What steps need to be taken to improve provision further?

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

- use the information gained from children's assessments to plan some adult-led activities to help children make as much progress as possible
- involve parents in deciding children's next steps for development and create wider links with local schools further promoting continuity in children's learning
- provide increasing opportunities for children to develop positive attitudes to diversity through activities that encourage them to talk about similarities and differences and the reasons for these.

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her responsibilities to safeguard children in her care. She recently attended training in relation to protecting children from abuse or neglect to update her knowledge of changes in legislation and procedures for working with relevant agencies should the need arise. She has developed a range of policies and procedures to guide her practice and ensure that children are safe and their welfare is promoted. The home is organised to offer a welcoming and comfortable environment for children. They remain safe as the childminder supervises them well and takes action to reduce hazards in the setting. A wide range of good quality, clean, age appropriate toys and resources are available. Routines are appropriately flexible to accommodate the diverse needs of those who attend. Children are encouraged to make choices, including what to play with and when to play outside. Good relationships are clearly evident, the childminder demonstrates genuine and appropriate affection towards the children and their requests for a cuddle are warmly accommodated. All children are included and equally encouraged to access all activities, for example, they eagerly snuggle next to the childminder on the settee, comfortably sharing a book after lunch.

The childminder works closely with parents to ensure that individual needs are met. Records include all appropriate information and the childminder takes account of this and parent's wishes when planning her routines, menus and activities. Parents are kept well informed of the childminder's service. Copies of her written policies are provided, opportunities are created to verbally discuss the child's day and daily diaries are used as an effective tool to support verbal communication. The childminder values the role of the parent, when children first attend good methods for settling in enable close bonds to form. Parents are encouraged to complete records about their child's interests and some developmental starting points. The childminder is beginning to use this detail to plan activities that she knows the children will enjoy and to help them learn. The childminder adds to these records with photographs, children's work and observations of their progress whilst in her care. Periodically parents are encouraged to view these records, although they are less involved in deciding the next steps for children to work towards. The childminder works closely with the local pre-school to provide continuity in children's care and learning and these effective methods are beginning to be established with the local school in order to fully support those who attend the reception classes.

The childminder presents a professional and positive attitude to continually improving her setting for the benefit of the children; recommendations made at the last inspection have been fully addressed. She has developed a secure understanding of the Early Years Foundation Stage and has attended training to enable her to ensure requirements are met and to implement sound methods for assessing and planning for children's learning and development. As a result children make good progress as they freely explore practical play experiences. Alongside children's choice the childminder is beginning to plan some activities to support specific areas of development where she has highlighted gaps in children's learning. Since the last inspection she has attended a range of courses to further

extend her knowledge of good childcare practices including many aspects of promoting children's health and maintaining their safety. Furthermore she competently recognises her strengths and accurately identifies areas for improvement. Following a review of her service, she completed more robust risk assessments to further reduce the likelihood of accidents in her home and when out on trips. For the inspection some very positive feedback has been obtained from parents who value the service and feel children are cared for in a stimulating, safe, fun environment and encouraged to make progress through the variety of play opportunities provided.

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

Children are content and very confident in the setting, as a result they independently access toys and resources and voice their wishes to play outdoors, listen to a story or play with the cars. Good opportunities are created for children to develop their language and communication skills. The childminder constantly engages in conversations with the children during play and meals times. She asks open ended questions and introduces new words to encourage the range of vocabulary used. For example, during a story about a caterpillar children talk about the meaning of the word 'cocoon'. Children needing support with their pronunciation are well supported as the childminder speaks clearly and sensitively repeats back words correctly. Children are developing important skills for future learning; they show an interest in books and enjoy listening to story tapes. They begin to notice print and written numbers in the environment, for example, on food packets whilst playing at shops and practise early writing skills and pencil control as they pretend to write a shopping list.

Children's personal independence is well supported through the daily routines and layout of the home. They dress themselves in coats and shoes ready to play outside and can easily access the bathroom facilities. Excellent opportunities are created for helping children develop a positive attitude to healthy lifestyles. They frequently play outdoors benefiting from the fresh air and physical exercise. They practise a range of physical skills using wheeled toys, balls, the slide and larger equipment at the local park. Children demonstrate a secure understanding of the importance of good hygiene routines, describing that they 'need to wash off the germs to stop poorly tummies' before eating their lunch. They learn about foods that are good for you through discussions at meal-times, activities of growing and harvesting vegetables in the childminder's garden and through making a fresh fruit salad for lunch. They develop their knowledge and understanding of the world through practical experiences, walking out to collect leaves and conkers or visiting friend's chickens to see the chicks or collect eggs for tea.

Children's individual needs and preferences are respected by the childminder; she encourages them to make choices, for example offering a choice of healthy desserts at mealtimes and options for activities during the day. Children are largely encouraged to choose what they want to play with, fostering their enjoyment. The childminder has informal systems of planning activities and is beginning to develop these to ensure that children make progress in all six areas of learning equally,

such as planning an activity to encourage children to try new skills. Some toys and resources such as dolls, books and dressing up clothes are provided that help children begin to explore positive images of our diverse society. For those attending after school a range of activities are provided to compliment the school day. Again children are able to make choices to play actively or relax after a busy and structured day. They explore a wide selection of craft materials developing their creative skills, making cards, pictures and models.

The children get on well and willingly take turns and share. The childminder's effective behaviour management techniques are sensitive and appropriate for the age of those she cares for; as a result, children are very well behaved and polite. They learn to take care of themselves, others and the physical environment, also considering issues of safety. Children are gently reminded to sit, not stand on the settee to prevent falls. A young child considers the need to put down the shopping basket before using the slide in order to hold the ladder with both hands. Emergency evacuation drills and practising crossing roads safely are a regular feature of the children's routines.

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

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| 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

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| 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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| 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

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| 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 | 1 |
| 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

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| 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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