

Inspection report for early years provision

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Inspection date	15/10/2009
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.

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 has been registered for in excess of 27 years. She is registered to care for six children under the age of eight years. Of these, all six may be in the early years age group. There are currently a total of nine children on roll; of whom, seven are in the early years age group and attend at different times.

The family live in a modern detached house on a residential estate. The house is situated at the end of a quiet cul-de-sac and is within walking distance of local facilities. All ground floor rooms are used for childminding purposes. These include the kitchen, lounge/dining room, toilet and playroom. There is an enclosed rear garden which is used for outdoor play. Sleep facilities are provided on the first floor but children are not permitted to play upstairs. Members of the household include the childminder, her husband and their son.

The family have a cat.

The childminder is a member of the National Childminding Association and the local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a warm and inclusive environment where children are happy and respected as individuals. The childminder knows the children well and meets their needs by providing for their natural interests. The setting is well resourced and covers all areas of learning for children of all ages and stages of development. Records are comprehensively maintained and information about children is mostly kept confidential. The childminder is exceptionally well organised and this significantly contributes to the stability and security of the children. The childminder is committed to driving improvements and uses self evaluation effectively.

What steps need to be taken to improve provision further?

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

- develop privacy and confidentiality about individual children's behaviour management and ensure that such records are not available to parents other than those of the relevant child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has clear knowledge about her duty of care to protect children from harm. She has a comprehensive child protection policy and procedure in place and provides all parents with a copy of

this, so that they are well informed about her responsibilities. She has completed safeguarding training and is confident with the indicator signs that would alert her to a child at risk from abuse. She has undertaken risk assessments of the environment and resources and makes daily safety checks to ensure that her safety systems are effective. Security measures are in place such as locked doors and there are clear procedures in place for the collection or non collection of children. Further to this, the childminder supervises children extremely well and is attentive to their needs, which further ensures their security. She makes sure that all adults who live at the premises are suitably vetted and that no person who has not been through the vetting process is left unsupervised with children.

The childminder has the necessary skills to self evaluate her work with the children and she has completed a reflective self assessment to use as an ongoing tool to make improvements. She is able to identify areas to build upon her existing good practice to ensure that children's time with her is positive and rewarding. She is motivated and enthusiastic about her work and aspires to driving forward improvements. She responds well to advice from the local authority and other professionals and implements comprehensive systems to ensure that records maintain traceable information such as those relating to the provision of food from it's source to the table. She has met the recommendations that were raised at the last inspection and she has completed a plethora of training, which gives her a diverse range of knowledge. She is currently completing an NVQ level three in early years childcare and education and has a clear understanding of the Early Years Foundation Stage (EYFS) and how to deliver this. All documentation that is required for the safe and efficient management of the setting is comprehensive, maintained to a high standard and significantly contributes to the organisation of the setting.

The childminder establishes strong links with parents and knows the children very well. She encourages all prospective parents to visit her while she is working so that they can see her in practice. She has subsequent meetings with them to go thorough all her policies and procedures and discuss their expectations and children's individual needs. Time is taken to successfully settle new children so that they feel safe and secure. Parents are provided with good information about the service and their children's day. Thus ensuring they feel fully involved with their children's progress. Verbal information is exchanged daily and children's records and activity plans are available at all times for parents to see and contribute to, if they wish. The childminder undertakes regular observations of children's interests and achievements and plans activities around these to help children progress through realistic challenges that they enjoy. Individual records are kept in separate folders to ensure confidentiality, however, a behaviour reward chart in the kitchen shows all parents about children's positive and less positive behaviour, which compromises the privacy of children and parents.

The space and resources are organised to meet children's needs effectively. They have access to well organised play areas and use the garden under supervision on a regular basis. Resources cover all areas of learning and children have a great deal of choice about what they want to do. The childminder promotes an inclusive environment where children are respected for their uniqueness and their individual needs are met. Boys and girls have equal access to a good range of toys, furniture

and equipment that are suitable for their age and stage of development. Resources promote children's views of diversity and positive images of people around them. The childminder operates an equal opportunities policy and actively promotes anti discriminatory practice. Children are taken out and about on a regular basis and develop an understanding about their local environment and the community in which they live.

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

The children are provided with a warm and secure learning environment which helps them make good progress towards the early learning goals. There is a wide range of toys and activities with a good balance of adult-led and child-led activities that help children to think critically and be active and creative learners. Children enjoy the freedom they have to explore their environment, both indoors and outdoors. They are developing their independence as they select or ask for toys for themselves. They show confidence to ask for things they want as they receive attentive care and are supported very well. Their enjoyment and learning is enhanced because the childminder joins in with them as they play, building train tracks, reading them stories and talking to them about what they hear and see. She brings learning to life as she compares aspects of the story to situations that the children have been part of, for example, when counting birds in the story she talks about the birds they saw the day before on the roof of the shed. Children think about how many birds and count them to find out the answer. Children participate in a great many craft activities and by doing so, not only learn about different media, but also develop their early writing skills and pencil control.

Children are encouraged from a young age to begin to learn how to keep themselves safe. They learn about road safety and how to keep their resources and environment safe. They help tidy away their toys and pick things up off the floor so that younger babies do not trip on them. They are also encouraged to care for each other and to take care as they play near the baby. Children willingly help the childminder by clearing their plates after snack time and putting back the changing mat when she is changing the baby. Their efforts, regardless of how small, are acknowledged and they are thanked for their help. This contributes to their feeling of safety and security and promotes their desire to contribute positively to the setting. Children behave very well and are developing skills for the future. They share and take turns and are patient to wait for things they have asked for if the childminder is busy attending to the needs of another child.

Children develop their understanding of healthy lifestyles because the childminder promotes healthy eating options and positive hygiene practices. Healthy and nutritious snacks and light lunches are provided that take account of individual dietary needs. The menu includes fresh fruit and yoghurts and foods that children like, such as sausages and spaghetti. Meal times are happy and social and all children eat together in the kitchen. Children and the childminder chat about the day's events and what they are going to do next. They plan together, which makes children feel valued. Drinking water and squash is constantly available with children's cups on the work top so that they can help themselves or are reminded

to ask if they become thirsty. Healthy exercise is also included in the daily routine. A secure garden is used each day as well as regular trips out and about. Children are learning how to keep themselves healthy as they learn good hygiene practices. The downstairs cloakroom provides children with paper towels which help to prevent the risk of cross infection. They have steps and toilet seats to foster their growing independence and potties are available for children who are being toilet trained. Children wash their hands before meals and after using the toilet and they put their hands over their mouth when they cough. Children have rest or sleep as needed and there is a cot for young babies with a baby monitor for safety. Changing or developing needs and routines are discussed with parents to ensure that children receive continuity in their care.

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