

Inspection report for early years provision

Unique reference number	256715
Inspection date	25/11/2009
Inspector	Gill Thornton
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 December 1999. She lives with her husband, who is her assistant, and their children aged 12 and two years. The family live in Bradwell, close to shops, parks and the local school. The whole of the downstairs of the property, with the exception of the downstairs bedroom, is used for childminding. There is a fully enclosed garden for outdoor play. The childminder occasionally works with an assistant.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and attends local children's groups on a regular basis. 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.

Overall children's individuality is recognised and nurtured by the childminder who has a good knowledge of their individual needs, backgrounds, interests and capabilities. This leads to effective continuity of care and learning, enabling children to make good progress in their learning and development. Children are safe and secure and enjoy learning about their local area and the world around them. The childminder demonstrates a commitment to continuous improvement and is able to identify priorities for development to further improve her practice.

What steps need to be taken to improve provision further?

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

- review the wording of the safeguarding children policy to ensure it reflects Local Safeguarding Children Board (LSCB) guidance and procedures
- review the height of displays in the playroom so that young children can see them more easily.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her legal responsibilities regarding child protection issues, including the procedures to be followed if an allegation is made against her. However, this is not included in the wording of her safeguarding children policy. She keeps up-to-date with current procedures by accessing

safeguarding children training and shares relevant information with parents to safeguard children's welfare. The childminder takes effective steps to minimise risks to children and she carries out and maintains a record of risk assessments on the indoor and outdoor environment, and before undertaking outings, to ensure children's safety at all times.

The childminder strives to provide a service that is inclusive for the children that attend to ensure they receive the support they need to make good progress. Simple operational policies and procedures are shared with parents to help them understand the care provided, thus establishing secure working relationships. The childminder makes effective use of home diaries to promote the two-way flow of information with parents. These form a meaningful record of children's time at the childminder's and include photographs and observations of children's achievements, dispositions and everyday routines.

The childminder recognises the strengths and weaknesses of her practice and seeks the views of parents to help her ensure that priorities for improvement are accurately targeted. She understands the importance of working with other early years settings to promote progression and continuity. The childminder follows well-organised routines and makes effective use of space and resources to support children's learning and development. Overall children make good progress towards the early learning goals given their capabilities and starting points

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

Children are happy and well-settled in the childminder's care. Good quality interactions and well-organised routines help young children develop strong attachments to the childminder and become secure in her care. Children develop confidence and self-esteem as they move around the childminder's spacious home in freedom and safety, while exploring toys and activities that interest and motivate them. The childminder sensitively encourages their developing language skills and makes good use of praise to develop their sense of pride in their own achievements. She knows the children in her care well and provides them with a stimulating range of activities based on their interests and capabilities to provide further challenge and enjoyment. For example, extending a child's interest in a set of stacking cups to promote their simple counting and sorting skills to support their early mathematical understanding.

The childminder makes good use of routines and incidental opportunities to help children make connections in their learning. They are learning to share and take turns with popular resources, such as while 'feeding' a favourite doll. The childminder uses this as a meaningful opportunity to help them learn to take account of the needs of others. She records observations of children's play in individual learning journeys and uses these to identify and plan for their progress towards the early learning goals. Children are able to make independent choices in their play from the wide range of good quality toys and resources stored in the playroom. These include an attractive selection of books and posters to promote children's developing respect for the differing needs, cultures and beliefs of others,

although some of these are displayed above the eye line of the youngest children.

The childminder ensures children's interests and favourite activities are effectively reflected in the learning experiences she provides. Children enjoy daily opportunities for messy play, such as play dough or painting and they go on regular outings into the local community, for example to a nearby animal sanctuary or music group. Children engage in a good range of physical play activities, both indoors and outside, increasing their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. They develop their understanding of the importance of following good personal hygiene routines and learn to manage age-appropriate tasks to support their future independence.

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: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- demonstrate how training is compliant with the common core skills or Level 2 qualification requirements (Qualifications and training) 25/02/2010