

Inspection report for early years provision

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Inspection date	16/03/2010
Inspector	Hazel Christine White
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2009. She lives with her partner and two children aged five years and 22 months. There are shops and schools within easy walking distance. The whole of the home except for the first floor box room are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for four children at any one time. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently five children on roll, three of whom are within the early years age range. All children attend on a part-time basis. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. They engage in a wide range of activities and share warm, friendly relationships with the childminder and her family. The childminder has a secure awareness and understanding of the Early Years Foundation Stage. Consequently children make good progress in their learning and development and their individual needs are well met. The childminder has developed secure partnerships with the children's parents and other providers and policies and procedures effectively promote inclusion. She is aware of the value of reflecting on her practice and has recently introduced systems to record this information although it does not yet include the views of parents. It is too early to fully assess the impact this has made on the children. However, the childminder is highly motivated and is driven to continually 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 opportunities for children to use the outdoor area including the local neighbourhood
- develop further a culture of reflective practice and include the views of parents.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of her role and responsibilities whilst protecting children in her care. This includes her duty to record and report any concerns and to share her child protection policy with parents at the onset of care. Effective vetting procedures are in place to ensure

that adults in the household are suitable to be in contact with the children. The childminder holds a relevant first aid qualification and demonstrates a good understanding of safety issues. For example, she has conducted a thorough risk assessment on her home, the garden and for outings. Children benefit from established daily routines and from the good levels of supervision and individual attention that they receive.

The childminder has established effective working relationships with parents and has secure procedures in place to help children and their parents settle into their new environment. The daily exchange of information with parents, both verbally and through a daily diary ensures that children's care and well-being are fully supported. Parents are highly complimentary of the childminder and the care she provides. The childminder is aware of the importance of working in partnership with other providers who deliver the Early Years Foundation Stage and she has established good links with other settings that some children attend. For example, liaising with staff to discuss the children's progress and receiving news letters to keep up dated with forthcoming events. Consequently, this provides consistency of care and learning.

The childminder is caring and committed to providing a good quality service to children and their families. She has attended a range of short courses which support her childminding practice and she makes good use of any advice or guidance in order to improve her service. The childminder has recently introduced a self-evaluation system in order to monitor and evaluate the quality of her setting. However, this is still very much in its infancy and does not yet include the views of parents. She has identified that although children use the garden and visit the local park, there are limited other opportunities for them to use the outdoor environment and the local neighbourhood which may have an impact on their learning in this area. A range of well written policies and procedures support the childminder's inclusive practice. These are shared with parents on admission. All required written parental consents have been obtained; consequently, children are cared for according to their parents' wishes.

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

Children are cared for in a welcoming environment and benefit from the childminders calm and positive approach to her work. They freely choose what they want to do and spend time forming strong relationships with her and her family. The childminder has a good knowledge and understanding of the Early Years Foundation Stage framework and how children learn through play. Consequently, children make steady progress in their development. The childminder knows the children very well. She is aware of their individual interests and learning needs because clear information is gathered about their starting points and capabilities. Systems for observation and assessment are effective and information gained through observation is used to plan the next steps in a child's learning.

Children have good access to a broad range of toys and experiences which support

their learning and ensure that they are having fun. Their communication, language and literacy skills are supported as children join in conversations, enjoy looking at books with the childminder and have regular opportunities to mark make, paint and draw. Young children have a particular interest in sound toys and learn that if they lift flaps and turn knobs they can make lights flash and tunes play. They have great fun playing with rice and pasta, pouring it through sieves and funnels, feeling the texture and laughing when the childminder describes the 'tinkling' sound it makes. Children have some opportunities to socialise with other children and they enjoy outdoor play in the garden and in the local park which helps promote their physical development. However, the outdoor environment and local neighbourhood are not yet fully used to enhance the children's experiences. The childminder has identified that this is an area that she intends to develop further.

Children's health is well promoted. They are encouraged to learn personal hygiene routines from an early age, as they wash their hands after using the toilet and a sickness policy is in place to ensure appropriate measures are taken when they are ill. Children learn about healthy eating through cooking activities and the provision of healthy snacks and meals which take full account of any dietary needs. Food is freshly prepared as required and includes lots of fresh fruit and vegetables. Drinks are readily available and the childminder ensures that children's drink preferences are catered for.

Children are developing a good understanding of how to stay safe. For example, whilst out walking children learn how to walk safely on the pavement and indoors they are eager to help sweep up rice that has fallen onto the floor to prevent a slipping hazard. Children behave in a manner that is supportive of their learning; they develop confidence and self-esteem, because the childminder gives regular praise, encouragement and support. As a result, children learn to share, take turns and show consideration for each other. The behaviour management policy also includes the procedures to be followed when dealing with an incident of biting or bullying.

Children are developing an understanding of the wider world through planned activities, discussion with the childminder and through access to resources that are representative of diversity. For example, children access books, some of which are dual language, multicultural dolls and musical instruments. The childminder makes good use of the toy library to loan additional equipment. All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with parents. The childminder knows key words in the children's first language and these are displayed. Words and labels are also written in Braille so other children gain an understanding that we can communicate in different ways.

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	3

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	3
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