

Inspection report for early years provision

Unique reference number	EY400063
Inspection date	26/04/2010
Inspector	Karen Scott
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 was registered in 2009. She lives with her family in Wingham, close to local shops, parks, schools and pre-schools. Most areas of the house are used for minding children, the bathroom is located upstairs. There is a fully enclosed garden for outside play. The family has cats, a rabbit and fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three 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 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and attends several toddler groups on a regular basis. She is a member of an approved childminding network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a safe and secure environment and have formed a strong relationship with the childminder, enjoying their time with her and participating happily in activities of their choice and playing with toys and resources that meet their developmental needs and preferences for play. The childminder has formed strong relationships with parents and other settings delivering care to children enabling her to meet their individual needs and promote learning. The childminder reviews her practice and makes plans to 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:

- continue to reflect on practice, involving parents and carers views and opinions when evaluating
- continue to add to the toys and resources that promote equality of opportunity and reflect positive images of diversity.

The effectiveness of leadership and management of the early years provision

The childminder is committed to continuous improvement and evaluates the care and experiences that children receive, making realistic plans for improvement that will enhance outcomes for children. Although the childminder asks parents and carers their views and opinions she has not formalised this and feels that questionnaires would help her to hear parents and act on any recommendations that they make. The childminder reviews policies and procedures to ensure that

they are up to date and reflective of her practice. The childminder arranges play areas and rotates toys and resources to ensure that they are appropriate for the ages and stages of development of the children attending and continuously reviews this. Consequently space is used effectively to meet children's needs. The childminder has much experience of working with children and has undertaken enhanced training in childcare. She also participates in a range of short courses such as when she learnt about the importance of play, helping her to offer up to date care and improve on her practice and therefore improve outcomes for children.

The childminder has clear policies and procedures in place to ensure the safeguarding and welfare of children and shares these with parents and carers to keep them informed. A list of helpful telephone numbers are easily available if further support is required and these are available to parents too. The childminder conducts thorough risk assessments of her home and places visited in order to keep children safe and takes effective action to eliminate risks to children. The childminder helps children to keep themselves safe, practising regular evacuations of the home so that children are not alarmed should there be a real emergency. The childminder has experience of caring for children with special needs and has a realistic understanding of what this entails. Children are treated with respect and the childminder thinks about their differing needs and how to meet them. There are some toys and resources such as dolls and books that reflect the diversity within society and children learn about other cultures through celebration. For example, children celebrated Chinese New Year by participating in a range of art and craft activities and by tasting food.

The childminder liaises with the local school so that she can continue themes of interest that children are participating in at her home. When children attend other settings delivering the Early Years Foundation Stage the childminder visits them and children's portfolios are shared so that everyone is working together to meet children's needs. The childminder believes that it is important to work with parents to meet their children's needs and that it is important that they feel valued and listened to. Before the childminder cares for their children parents supply very helpful information verbally and in writing such as the child's likes and dislikes enabling the childminder to meet their needs. Parents and carers are kept informed through daily chats, contact books and phone calls. Children's portfolios are available for them to look at whenever they wish and photographs of their children engaged in activities are given to them. Consequently parents feel informed about their child's day. They contribute to their child's portfolio through discussion and by filling in forms called 'Parent's Voice' where they share things of interest such as newly developed skills with the childminder. Overall parents and carers are happy with the care that their children receive saying that they appreciate the calm and relaxed atmosphere that greets them when they collect their children.

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

Children go to the childminder for support and comfort, showing that they feel comfortable in her presence and enjoy positive interaction with her. The childminder takes steps to keep children safe such as positioning large cushions around children who are unable to sit unaided and helping them to learn about road safety. Children's individual routines such as sleep time are followed as the childminder works closely with parents. The childminder supplies a range of healthy snacks and when children bring their own food perishables are refrigerated, keeping them fresh. Children visit the park and go for walks in the local area regularly. They are encouraged to think about a healthy lifestyle and make suggestions for activities that encourage this. Children write these on a wipe board and younger children are able to participate by using stickers that illustrate what they would like to do. Consequently children are active and make healthy choices. Children's artwork is displayed prominently, making them feel that what they have created is valued. All work is individual to the child that made it. Children enjoy their time with the childminder, making happy gurgling sounds and smiling with enthusiasm.

The childminder makes written and photographic observations of children and uses them to assess their stages of development and to think about how she can extend their development at activities they enjoy participating in. Consequently children are making progress through the developmental stepping stones. Children make choices about what they play with as toys and resources are easily accessible and older children choose where they would like to play as they can free flow between indoors and outdoors. The childminder knows what each child likes playing with and ensures that these resources are available. Younger children enjoy Heuristic play, exploring household objects that are shiny and show their reflections. There are many opportunities for children to explore different textures such as sand, water and paint and these activities are experienced by the very young too under the watchful eye of the childminder. Children are encouraged to be independent and inquisitive learners. They have access to programmable toys and the computer at suitable levels for their age and stage of development. Children visit places in the local community, going to the shops and the mobile library for example and social skills are enhanced at toddler groups.

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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