

Inspection report for early years provision

Unique reference number	EY401395
Inspection date	10/05/2010
Inspector	Karen Scott
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 was registered in 2009. She lives with her husband and one pre-school aged child in Queenborough, close to shops, parks, schools and pre-schools. The whole three floors of the childminder's home are used for childminding, there is a toilet on the ground floor. The family has goldfish.

The childminder is registered to care for a maximum of five 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 two children in this age group. 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 the local toddler group. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their play in an environment that meets their individual needs and with toys and resources that are suitable for their ages and stages of development. They are progressing well in all areas of learning and development as the childminder supports them through positive interaction and good planning. Children show a sense of belonging in an environment where they feel safe and secure. The childminder is committed to improving 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, identifying strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is keen to improve outcomes for children and thinks about her strengths and weaknesses. She has started to fill in the evaluation tool, asking for parental input, but this is very much in its infancy and an area that the childminder would like to give further consideration. The childminder focuses on driving improvement in the areas that she feels are of most benefit to children. For example, she is making the outside area safe for children to play in so that they are able to make choices about whether to play in or outdoors. Policies and procedures are reviewed regularly to ensure that they are up to date and relevant to the care being offered, helping to keep parents informed. When thinking about improvements the childminder also thinks about the individual needs of the

children as well as the group needs and how starting to attend toddler groups will help children to develop good social skills, for example. Toys and resources are suitable for the ages and stages of development of the children attending who are able to make choices about play as they are easily accessible. Children play in a bright and welcoming environment and space is used very effectively to meet their needs. The childminder interacts with children, extending their learning, but is also skilled at knowing when to sit back and let children lead their own play. The childminder liaises with other childminders, sharing good practice, and participates in further training, continuously updating her knowledge.

The childminder has clear policies and procedures in place to help her safeguard children from harm. Helpful books and telephone numbers are readily available should they be required and the childminder ensures that her training on safeguarding children is up to date and relevant. Thorough risk assessments help the childminder to minimise risks to children. The childminder helps children to keep themselves safe and parents are particularly pleased that their children wear high visibility jackets when walking in the local area. The childminder takes effective steps to promote children's good health and well-being such as wiping surfaces with anti-septic cleaner. The childminder has experience of caring for children with special needs and a realistic approach to what this entails, helping her to meet the specific needs of children. She understands that all children are different and helps children to understand and accept the differences and diversity within society. Children learn about other cultures through practical activities such as food tasting and the childminder is prepared to work with families to celebrate and learn about differences.

The childminder understands the importance of working alongside other settings that children attend so that they can work together to meet children's individual needs and liaises with them to try to make this happen. She also looks at groups that she attends with younger children, thinking about how they will support the developmental needs of the children she is caring for. Parents and carers are welcomed warmly into the childminder's home and an open door policy means that they can visit whenever they wish and share in their child's time at the setting. There is much helpful and interesting information for parents and carers to read whenever they wish and their children's portfolios are always available to them so that they can share in their learning journeys. Information is exchanged verbally and through daily diaries, maintaining a two way flow of information. Parents and carers say that they are very happy with the care that their children receive and write letters to that effect.

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

Children feel safe and secure in the company of the childminder, going to her for support. They are helped to think about keeping themselves safe, learning about road safety, for example. Children practise vacating the house in an emergency and a pictorial fire drill helps them to understand the process. The childminder ensures that children have regular physical exercise, going for walks in the local environment and to the parks where they play on the equipment and with balls,

for example. Children are encouraged to adopt good hygiene practices and their individual sleep routines are respected. Children are given a range of healthy meals and snacks and are encouraged to try foods that are new to them, exploring taste and discovering what they do and do not like. Children play in an environment that helps them become independent. For example, they hang their coats on child height hooks, help themselves to toys and resources and look at informative posters at their eye level. They also enjoy looking at photographs of themselves and their peers playing. Children are encouraged to share and take turns and show a willingness to do so. They enjoy each other's company playing alongside each other and together. Older children make suggestions as to what they would like to play with, using pictorial aids to support their choice.

Children enjoy participating in a range of activities that promote their development in all areas of learning. They visit the library once a week and learn important social skills at toddler groups. Children are developing skills for the future. They use the computer and a range of programmable toys and learn about number through play. They learn about the weather, enjoy planting seeds and watching them grow and feeding the goldfish. Children are active, inquisitive and independent learners who are developing problem solving skills. The childminder makes written and photographic observations of children and uses these to think where they need further support and where their interests are. Children's folders show the journey in learning that children are taking and how the childminder is supporting them in this and children are making good progress through the developmental stepping stones. Children enjoy positive interaction with the childminder and help themselves to a range of toys. They enjoy dancing and show excellent listening skills at stories which are supported by a range of props. Children investigate the different properties of sand and dough, for example, and enjoy participating in a range of creative activities and role play.

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

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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