

Inspection report for early years provision

Unique reference number	155802
Inspection date	21/04/2010
Inspector	Jo Rowley
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.

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 registered in 1999. She lives with her husband, two adult children and two family friends in Luton, Bedfordshire. The whole of the childminder's house, excluding the third floor, apart from the bathroom, is used for childminding and children have access to a fully enclosed garden for outside play.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding three children in this age group, all of which are on a part-time basis. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment. She takes some steps to promote children's welfare through established daily routines and she has an understanding of safeguarding procedures. However, the childminder has not informed Ofsted of a change to persons living in the home and this compromises children's welfare. The childminder generally meets the needs of children in the Early Years Foundation Stage and promotes an inclusive environment where all children are making sound progress in their learning. Suitable links with parents help to build positive relationships, promoting consistency and the childminder is developing partnership working with others, such as the local children's centre. The childminder demonstrates little understanding of her strengths and areas to improve her practice, through self-evaluation.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing (Safeguarding and promoting children's welfare). 05/05/2010

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for improvement
- ensure that the six areas of learning are delivered through planned, purposeful play with a balance of adult-led and child-initiated activities
- use observations to help decide where children are in their learning and

development and to plan for their next steps.

The effectiveness of leadership and management of the early years provision

The childminder has some understanding of safeguarding procedures in order to protect children in her care. For example, she teaches children about road safety and stranger danger whilst out of the home, extending children's awareness of how to stay safe. However, the childminder has committed an offence by failing to notify Ofsted of a change to persons living in the home. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. A risk assessment has been devised which is completed on a regular basis, to promote children's safety in the home. This is reviewed regularly and shared with parents. However, risk assessments are not in place for all outings that children take part in and this potentially, affects their welfare.

The childminder has some knowledge of the Early Years Foundation Stage and has previously completed additional training. She has built sound friendships with parents and encourages them to share what they know about their children with daily communication being fully encouraged. The childminder has begun to build links with local agencies, such as the local children's centres and this is something she is developing. All children are equally welcomed into the childminder's setting regardless of their background and a written equal opportunities policy, which is shared with parents, is in place to ensure that no child is disadvantaged. This helps to ensure inclusion is promoted. Each child is offered the same opportunities and experiences, tailored to their specific needs with reference to their ages and stages of ability.

The childminder has a suitable understanding of cultural differences and provision to support children's awareness of the wider community. She provides suitable resources which helps to develop children's knowledge and understanding of the wider world. For example, together the childminder and a child look through a book entitled 'How we are all different'. They talk about the differences they see such as, why people use wheelchairs, wear glasses and cannot hear. The childminder encourages the child to ask questions about the things he sees and she effectively explains the answers, promoting his understanding of equality and diversity. The childminder has taken limited steps to monitor and evaluate her setting to improve outcomes for children and she has not begun to fully identify her strengths and areas for improvement.

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

Children are happy and enjoy their time with the childminder. They make steady progress in their learning because the childminder is supportive to their needs. Children are naturally challenged in their play as the childminder extends their learning by asking questions that encourage them to think further. For example, as

one child is writing a letter to his parents the childminder asks how he thinks the letter might get to the address on the envelope. This prompts discussion about stamps and postmen. The activity is further extended as they talk about the letters of the alphabet, one child is able to sound out the childminder's name as he tries his hardest to write her name on his letter. Children feel valued as the childminder listens to them and supports them as they play. She effectively praises the children as they look out for each other. For example, as a younger child shows interest in what an older child is doing and the younger child is encouraged by the older child as he proudly shows her his letter.

Children's behaviour is sound, they are polite and follow suitable examples promoted by the childminder, for example, they ask 'Please can I go to the toilet?' and say 'Thank you' as they are given their snack. The childminder uses regular, though gentle, reminders to promote children's safety. For example, they are reminded not to climb on the furniture in case they fall and hurt themselves. Children are developing their understanding of road safety and the boundaries set by the childminder, as they walk together to the shops or the park. They are generally confident and secure in their environment and, therefore, involved in their learning. Visual observations are completed for each child and the childminder is able to suitably demonstrate where the children are in their learning. However, observations are not used to plan for each child's next steps and the planning of activities is not effectively completed to ensure that children have opportunities for purposeful play with a balance of adult-led and child-initiated activities. Therefore, because of the lack of planning, the six areas of learning are not always delivered effectively.

Children develop their creative skills through art and craft opportunities, for example, children independently use scissors whilst creating their letter and envelope. They enjoy showing their work to the childminder who asks questions about what they have made, giving opportunities for children's communication, language and literacy skills to develop. Their physical development is promoted through opportunities to take part in outings such as daily walks to the parks or library, where children have regular and independent opportunities to access books as well as listening to stories read by the childminder. Children's knowledge and understanding of the wider world is encouraged through discussion whilst out of the home, as well as resources such as, books and battery operated equipment to further promote children's understanding of this area.

Resources are age and stage appropriate for children and they are encouraged to make independent choices about their play because they can access resources which are generally stored at their height with the words of the item being displayed, promoting inclusion. Children have an appropriate awareness of personal hygiene through established daily routines. The childminder encourages children to learn about healthy eating as she offers freshly prepared and nutritionally balanced meals on a daily basis. Children are offered fruit and vegetables daily as the childminder promotes this fully, therefore, children are learning about healthy lifestyles.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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