

Inspection report for early years provision

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Inspection date	23/04/2010
Inspector	Susan Ennis
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 2003. He lives with his wife and two children, aged 12 and 14 years, in Luton, Bedfordshire. The whole of the ground floor and one bedroom of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is level access to the premises. The family has one cat.

The childminder has employment outside of the home, as well as acting as a co-childminder in a supportive roll to his wife, who is also a registered childminder. They provide care on each weekday term-time and during school holidays. He 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 range when working with his co-childminder. He also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There are currently six children on roll in this age group. 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 good.

The childminder offers a welcoming and safe environment in which all children thrive. Children are effectively supported in their play and development whilst enjoying their time at the setting. The childminder works very closely with his co-childminder to value diversity, ensuring that all children's individual needs are recognised and that all are cared for inclusively. The childminder makes good links with the parents to effectively develop children's care and education. The childminder and his co-childminder have an accurate understanding of their strengths and areas for improvement and are enthusiastic about sustaining improvement.

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 your childminding practice to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder is committed to promoting children's safety, and effective safeguarding policies and procedures ensure that they are protected at all times. The childminder is aware of the signs and symptoms of abuse and attends training with his co-childminder to ensure their information is up-to-date and correct. He

also ensures that children are not left unattended with anyone that is not suitably checked. The childminder uses clear procedures, such as daily safety checks and comprehensive risk assessments, to minimise the hazards, ensuring that children can move around freely and with confidence. Children's safety is also very well-maintained when on outings as they, for example, all wear high visibility jackets so that they can easily be seen. They also wear fluorescent wrist straps containing the childminder's contact details in case they become separated from the group.

Children's individual development is well-promoted as the childminder, together with his co-childminder, use efficient procedures and resources to support, monitor and evaluate their progress. The inclusive, child friendly environment is conducive to children's learning and the available resources are positively used. For example, children make good use of the outdoor play area as they bounce on the trampoline, remembering to try and stay in the middle so they do not fall against the sides and potentially hurt themselves. They also freely choose what to play with, sometimes using the 'toy book', containing pictures of the resources available to help them decide.

The childminder is able to provide care for all children and works with his co-childminder to promote a fully inclusive environment. Both childminders work effectively with parents to meet children's individual needs, for example, learning words in the child's home language to help them communicate more easily. Children's understanding of the wider world is promoted as their awareness is actively encouraged. They access different resources, such as books and dressing-up clothes, and celebrate festivals, such as Chinese New Year and Saint Georges Day. Children are also developing an awareness of their own self-image and feelings as they use the 'Feelings Tree' to express how they feel in words and pictures, helping to lessen their frustration when they cannot explain their mood.

The childminder has effective procedures in place to promote children's individual welfare and development. Together with his co-childminder, he shares information with parents on a daily basis, using notice boards, daily diaries and verbal interaction. Parents are also encouraged to become involved in their child's learning as they participate in themed topics, such as the children's oral health when they were asked to help the children complete a teeth brushing chart at home. They also contribute items from their allotment to increase children's understanding of a healthy lifestyle and supply food for picnics that the children enjoy. Very effective parent packs and policies keep the parents fully informed about the childminders working ethos and good practice.

The childminder and his co-childminder work seamlessly together. They demonstrate a genuine enjoyment for their childminding and regularly attend further training to increase their knowledge and improve outcomes for the children. In conjunction with his co-childminder, the childminder contributes to the self-evaluation form, and is therefore aware of his strengths and areas for improvement, although he realises that this is an area for continuous reflection. They also regularly ask the parents for their views about their practice and change procedures when requested, such as placing a chalk board containing the day's activities and menu in the hallway, so that parents are made aware of what has happened during the day instead of them having to wait for their child to tell them.

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

Children are effectively offered a wide range of opportunities that support them in making good progress towards the early learning goals. On starting with the childminder, useful information is gained from the parents about children's likes and dislikes and, for example, the other members of their household. Parents also complete Early Years Foundation Stage development sheets so that the childminder can quickly identify where the children are in their development and plan for their next steps of progress. Together with his co-childminder, the childminder knows the children very well and this helps them to observe and assess the children as they play. This information is then recorded in the children's learning journals, which is shared with parents on a regular basis.

The planning of activities is well-organised and flexible, allowing children's interests to be followed. However, once they start to become distracted the activities are changed and new stimulating choices are offered. For example, younger children enjoy laying on their backs while the childminder drapes sheer coloured scarves over their face and body, encouraging their sense of touch and feel. When they become a bit fractious, the childminder changes the activity to looking in a mirror and the children are soon all smiles again. The childminder uses his good knowledge of children to adapt the activities and resources to ensure that all are fully included. For example, during song time the older children lead the singing whilst the younger children watch and listen, enjoying the sounds and actions taking place, developing all their creative and language skills. Also during craft activities a full range of different sized equipment is provided, ensuring that all the children can achieve their desired outcome using the tools age appropriately.

Children are very much supported in their development and sensitively encouraged to progress. When children decide they want to ride the bike their sense of direction is encouraged as they try to ride around cones placed on the floor. When they become a little frustrated with this the childminder suggests that they follow him around the cones, making the activity easier and praising them when they achieved their goal. They then decide that they would rather play with the cones themselves, and again the childminder uses his childcare knowledge to extend the learning opportunities in place. For example, he encourages the children's positional language and problem solving as he asks them to place the purple cone on top of the orange one, the orange on the red, and so on. He then encourages the children to take turns by letting himself and his co-childminder have a go with the children, giving them the instructions and clapping when they get it right.

Children's health and welfare is comprehensively promoted as the childminder takes significant steps to minimise the spread of infection and develop children's understanding of healthy living. They enjoy a healthy diet comprising of home cooked meals, such as pasta with meatballs, melon and strawberries with scones, semolina and raisins and fruit kebabs. They know to wash their hands before eating using their own towel and flannel which they identify from the chart in the bathroom. They are encouraged to blow their own noses, developing their

independence skills as they do so. Children are also becoming aware of their own safety and how to protect each other. They take an active role in the outing risk assessments and discuss road safety and stranger danger on a regular basis, increasing their knowledge of protecting themselves.

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	1
The extent to which children adopt healthy lifestyles	1
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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