

Inspection report for early years provision

Unique reference number	EY389612
Inspection date	29/09/2010
Inspector	Jenny Kane
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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 has been registered since 2009. She lives with her husband and two young children in the village of Wye. All areas of the childminder's home are used for childminding except for two bedrooms. There is a large fully enclosed rear garden for outside play. Her home is readily accessible with parking in front of the bungalow and all facilities to the ground floor. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. This includes registration for overnight care for one child. She is currently minding two children between the ages of two and three years. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a bright, welcoming and secure environment where the toys and resources are easily accessible and self-selection is encouraged. They are making good progress in the Early Years Foundation Stage because the childminder has a clear understanding of each child's starting points. Safeguarding and promoting children's welfare are high on the childminder's agenda. Effective partnerships with parents and other providers ensure she meets children's individual needs. The childminder is clear about the provision of her childminding service but there is a lack of self-evaluation to identify strengths and weaknesses. However, she demonstrates a good capacity to developing her service, helping ensure the outcomes for children continue to improve.

What steps need to be taken to improve provision further?

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

- increase resources and experiences to help children develop their knowledge of the wider world
- develop systems to self-evaluate and monitor practice to bring about improvements.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues and is clear about her role and responsibilities. She has a written policy, which is in line with

the Local Safeguarding Children Board procedures. Sharing information with parents ensures all children in her care are safeguarded. The childminder is well organised and gives thought to how she plans the space and resources to meet children's individual needs. Children benefit from a separate playroom which contains a very good supply of toys. The childminder carries out risk assessments and daily checks of her home, garden and venues for outings. This helps eliminate risks and ensure children's safety. All mandatory documentation is effectively maintained. Children's records are secure and confidential. They are shared with parents and this helps promote continuity of their care.

The childminder has developed good relationships with parents and other professionals. For example, she discusses children's progress with their key workers at the local nursery. She has links with the local school and with other childminders. Working together in this way benefits the children because all adults involved in their care are communicating effectively. The written information provided for parents is clear and professional. Her good quality policies and procedures are shared with parents ensuring they are well informed about her childminding service. Contact books, which hold information about daily activities and progress, go home with the child on a daily basis. This ensures parents are fully involved in their children's care.

Although the childminder has not yet formally completed a self-evaluation, she does have an understanding of her main strengths and weaknesses. She has developed a good support network with local childminders, meets regularly with others and demonstrates a positive approach to her self-development. She has recently embarked on childcare training to enhance her knowledge.

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

Children are making good progress towards the early learning goals in relation to their starting points. The childminder provides good opportunities to help children make progress in all learning areas. She has a good knowledge of the learning and development requirements and the guidance for the Early Years Foundation Stage. She finds out about each child's abilities and preferences when they first start. This clear understanding of each child's capabilities and developmental stage ensures she is able to provide suitable and challenging activities. Planning is based upon the clear and effective observations and assessments which she carries out on a regular basis. These observations are collated into the children's individual development folders. The folders are very well organised and laid out so parents understand about each area of learning. Parents enjoy taking their children's folders home and in doing so they are able to become involved in continuing their children's learning at home.

Children make themselves at home, are attached to the childminder and get on well with her family. The childminder helps children to understand about keeping safe, for example, when in the garden they climb the ladder to the playhouse carefully and know to take turns on the trampoline. Children engage in a range of

physical activities which contribute to keeping them healthy. They visit toddler groups and parks, and go for nature walks. Good procedures are in place to promote children's safety on these outings. Many of the outings encourage children to socialise and mix with others. The childminder carries first aid equipment and information about the children and only visits venues which are suitable and appropriate. Children really enjoy their time in the garden where there is plenty of room to play and explore nature. They watch for some time while a worm moves along the patio, talking about how fast it goes, how long it is and how it moves along. They wait until it goes down a crack before looking for other bugs and insects. When they find a spider on a web the childminder explains it is waiting for flies. Children collect leaves choosing various sizes. When they go back inside they ask to paint them. They sit at the table in the kitchen and use brushes, paint and large sheets of paper make their creations. Children discuss the colours and watch what happens when they mix paints together and have fun making prints with their hands.

Children are cared for in premises which are maintained to high standards. They understand about washing their hands, for example, after playing in the garden and before they have their snack. Children bring packed lunches which are stored suitably until meal times. The childminder provides healthy snacks. They sit together at the kitchen table and enjoy their grapes, apples and raisins chatting about which they like best. Drinks are freely available and children help themselves to their drink bottles when they are thirsty. During the summer children have helped to grow tomatoes, courgettes and pumpkins in the garden. The childminder maintains accident and medication records, has first aid resources ready to hand and holds a current first aid certificate. Children rest as they need to and the childminder discusses sleeping arrangements with the parents. She records sleep patterns, food intake and nappy changes in the contact book, which helps continuity of care.

The childminder has a good knowledge and awareness of equality issues and has a positive attitude to inclusion. She is aware children have differing needs and some may have special educational needs and/or disabilities. Although children have very good access to all the toys and equipment there are limited resources which promote knowledge and understanding of the world. The childminder treats children with equal concern and takes into account children's capabilities when planning activities. Children are developing their creativity through role play and dressing up. They move about pretending to be police officers and princesses. When the childminder suggests a listening and movement game they respond enthusiastically. They concentrate well and listen to the instructions. They have a wonderful time jumping on the different colour pads, finding the right shapes and joining in with the actions. Children's behaviour is good because the childminder takes a positive approach to managing their behaviour. She uses distraction, discussion and positive praise to deal with any incidents. Children have been involved in making their own list of house rules and because they are consulted about activities they are interested and cooperate well.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
--	---

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	3
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----