

Inspection report for early years provision

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Inspection date	21/01/2011
Inspector	Melanie Calway
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 2001. She lives with her husband and two daughters, aged 18 and 12 in a small village near to Spalding, Lincolnshire. Another daughter is at university and visits during the holidays. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The family has two dogs, a guinea pig and a giant snail.

The childminder is registered for six children under eight years at any one time, no more than three of whom may be in the early years age group. She is currently minding three children in this age group. She also offers care to children over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and preschools and takes them on regular outings to a toddler group, to baby yoga and on outings into the community. She is a member of the National Childminding Association and has completed the 'Quality First' Assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are very well met as the childminder knows them extremely well and is continually observing their play and development in order to help all children to progress. Children are confident and settled. They demonstrate high levels of motivation and enjoyment at the setting. The childminder works very closely with parents who are kept fully informed about their children's progress. The childminder also communicates well with other providers. She uses a range of methods to reflect on her practice in order to identify areas for improvement so that she can continue to develop a high quality service.

What steps need to be taken to improve provision further?

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

- develop the outside area further to create a stimulating learning environment.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect. All members of the household have had the necessary checks and children are well supervised at all times. The childminder has completed safeguarding training and has a good knowledge of what to do if she were to have a concern about children's welfare. Children are cared for in a safe and secure environment. Detailed risk assessments

are carried out, as well as daily checks on the premises, to ensure that they are safe for children. Risks assessments are also carried out for each type of outing and good procedures are in place to keep children safe on outings. Children are protected from the risk of fire as a fire evacuation plan is in place and practised regularly so that children and adults know how to evacuate the premises safely in the event of a fire or emergency.

Children benefit from a wide range of resources which they can choose freely to promote their independence. Resources are stored in labelled plastic boxes in the hall. Further items are stored in and near to the playroom for children to access easily. There are areas for children to sleep undisturbed and children can access the outside area at any time. Although the outside area is well used with a range of physical equipment, it could be developed further to provide additional learning opportunities. Children of different ages play well together and are encouraged to develop respect and understanding for each other in this inclusive setting. The childminder has an excellent relationship with parents and keeps them extremely well informed about their children's development and learning. Detailed daily diaries provide parents with examples of their children's achievements. They are also encouraged to share important information about what children are doing at home to create a meaningful and effective partnership which benefits all children. The childminder also communicates well with other providers when children attend other settings to ensure effective continuity and progression. The childminder reflects on her practice continuously using a range of methods. Good links with other childminders enable her to exchange ideas. She has completed a quality assurance scheme and a detailed self-evaluation, noting down ideas for improvement.

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

Children make excellent progress in the childminder's care. She uses her daily diaries very effectively to record their development over all areas of learning and uses her observations to plan how to move children on. She constantly revisits her records with parents, taking account of the information they provide to move children on effectively. Children are provided with a wide range of stimulating activities which motivate and interest them. They communicate very confidently with the childminder, who listens to them sensitively, asking open ended questions to encourage their language and thinking skills. Nursery rhymes and songs promote children's early reading skills and regular visits to the library ensure that children develop a love of books and stories. Writing materials are kept on a low rack in the kitchen for children to access, along with a wide range of craft materials. Numbers and counting are introduced in a fun way as children enjoy counting rhymes and count the times the pendulum chimes on the grandfather clock. Children learn about the world around them through many interesting activities. They look out at the bird feeder and try to identify the birds from a sheet. They breed frogs then let them out in the wild. The childminder supports their learning, pointing out the birds and the tractor in the field. They are learning how things work as they wind up the grandfather clock and listen to the ticks.

They put colouring on their toast to see how it changes as the butter melts. Children become familiar with information technology as they play on laptops or with a range of old mobile phones.

Children use their imaginations, building a pirate ship from an old box and saying, 'Yo ho ho, I'm a pirate'. The childminder follows the children's lead and plans activities based on their interests. They express themselves in a variety of ways using a range of craft materials. Their ideas are valued and respected and as a result, they demonstrate high levels of creativity, for example, making up their own games and then playing them. Children's personal, social and emotional development is very well fostered. They learn to be independent as they make choices and select resources. Children play with each other well, working cooperatively to fit a train track together. The childminder supports children's friendships, organising trips and visits so that children are able to sustain their friendships in the face of changing circumstances. As a result, children are extremely happy in the setting and display their pleasure. Physical development is supported through walks out, visits to park and outside play where a range of climbing equipment is available. Babies are supported in developing confidence as they learn to roll, crawl and support themselves. They are fully included in all of the activities and babble with pleasure.

Children's health is promoted well. They have plenty of fresh air and exercise as they go out every day and play outside when they want to. They are offered a healthy snack of wholemeal toast and the childminder works with parents to ensure that packed lunches are healthy. Fresh drinking water is left out on the counter and children help themselves to their drinks when they are thirsty. Children are given regular explanations about how to live a healthy lifestyle so they develop a good understanding of how to keep healthy. Children feel safe and secure in the childminder's care. She gives them regular explanations about how to keep safe as they play and reminds them of safety rules when they are out. Additional activities, such as visiting the fire station and practising a fire drill, further enhance children's knowledge of how to keep safe. Children are developing positive relationships with the childminder and with each other. They are learning to work together and are developing confidence and self-esteem. They are learning exceptional skills for the future as they make excellent progress in all areas of learning and development.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1

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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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