

Inspection report for early years provision

Unique reference number	155814
Inspection date	01/02/2011
Inspector	Sue Riley
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 children in the town of Luton in Bedfordshire. There are facilities close by such as parks, schools and shops. The childminder is registered to care for a maximum of four children at any one time and is currently caring for eight children, of whom, four are in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are a few steps up to the front door. Toilet facilities are provided on the first floor. The childminder walks to the local school and nursery to take and collect children. She attends the local parent and toddler groups and childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. Children show suitable levels of self-esteem because the childminder knows them well and values them as individuals. The childminder has developed a close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. Most aspects of children's welfare are suitably promoted and ensure children are mainly safeguarded. The childminder informally is starting to evaluate her practice and has started to complete observations and assessments of children, however, these systems are in their infancy and are not yet fully effective in improving outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).
- 15/02/2011

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

- develop further the current system of self-evaluation in order to evaluate the care provided to children and to ensure continuous improvement
- ensure relevant records and information about the children are taken on outings
- use observations and assessments to identify learning priorities and plan

- relevant and motivating learning experiences for each child
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a suitable understanding of her role and responsibilities whilst protecting children in her care. This includes her duty to record and report any concerns and to share her child protection policy with parents on admission to the setting. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. Visitors to the home have their identification checked and the premises are kept secure. The childminder effectively maintains most of her records. Some policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure.

The record of the risk assessment is not in place for all areas of the home used for childminding purposes, although the childminder makes regular checks to identify and minimise any hazards. When on outings with the children the childminder does not carry sufficient information with her to fully safeguard them. Space within the childminder's home is organised to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A suitable range of resources are available to children and these are mostly stored at a low level enabling children to make independent choices. A general selection is put out for children to play with and this is reviewed and changed by the childminder to reflect children's changing needs and interests.

Parent partnerships are promoted through discussions to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes, cultural and religious requirements. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning. The childminder exchanges information with parents daily as she talks about what the child has been doing throughout the day. She has a positive attitude to liaising with other early years settings that some children attend. She recognises the value of exchanging appropriate information with other professionals to help ensure that all children receive consistency of care and sufficient levels of challenge and support.

The childminder shows a sound desire and commitment to improving the service that she offers to children and their families. She is developing a range of written policies and procedures that are inclusive and support her practice and these are shared with parents. The childminder informally reviews her practice but does not have a clear system that enables her to accurately identify her strengths and priorities for improvement or gather the views of others, for example, parents and children. Consequently, methods to improve outcomes for children are not yet fully effective.

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

Children are making steady progress in their learning and development. The childminder demonstrates a satisfactory knowledge of the Early Years Foundation Stage and how children learn and develop. She started a system of observation, assessment and planning, however, this was not carried on as she was unsure of this system. She is constantly observing children during play. She gathers verbal information about children's starting points, individual needs and preferences and she regularly exchanges information with parents. However, this information is not being used effectively to identify children's next steps in their learning or to inform the planning of their experiences. Children's welfare needs are mainly met and they achieve as well as they can as the childminder adapts activities to ensure they can all participate. The indoor environment is set up for children's learning. This allows children free choice of activities and a range of resources.

The childminder provides a variety of resources that encourage children's curiosity and help them to become inquisitive learners. They are able to make some independent choices as a selection of toys is placed around the play areas within their reach. She plans a variety of activities that engage children and help them to gain the skills that they will need in future life. For example, she sits and reads with the children and encourages them to be involved. They are encouraged to count and recognise numbers. Children develop their hand to eye coordination skills as they undertake threading the letters, at the same time they pick out the letters that are in their name. Younger children learn the basis of information technology as they play with the interactive toys, for example, they push the pop up toy down and take delight in pressing the button to make it pop up again.

The childminder promotes children's health by taking some of positive steps to help them understand the importance of regular exercise. They go out daily for walks or to visit the local parks so they feel the benefits of fresh air and exercise. They also visit local community groups and these experiences help to develop children's social skills as they get the opportunity to mix with other adults and children. All meals and snacks are provided by the children's parents.

Good warm and caring relationships between the childminder and the children are evident. Children feel good about themselves because the childminder offers positive support, praise and encouragement. This helps to build children's confidence and self-esteem. Children are beginning to understand boundaries, rules and limits and to understand why they exist. They are encouraged to share and take turns. Some children learn about dangers and how to keep themselves safe, for example, how to cross the road safely when going to and from school. However, the younger children have not practised the emergency evacuation procedures, so are not aware of what to do in such an event.

Children's good behaviour, efforts and achievements are readily acknowledged by the childminder who responds appropriately with praise and positive body language. Hence they develop confidence and self-esteem and learn to share the

resources. Children are beginning to develop an understanding of the wider world through planned activities, discussion with the childminder and through access to some resources that are representative of diversity.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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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