

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Susan Andrews
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 2007. She lives with her husband and three children aged 18, 11 and six years. Their home is within walking or driving distance of local amenities including schools, shops, parks and library. The premises have three floors. The children have access to the hall, living room, kitchen/dining area, conservatory, covered patio and playroom on the ground floor. There is a bathroom, plus two bedrooms on the first floor. There is also an enclosed rear garden which is available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone, she may care for a maximum of five children at any one time and when working with an assistant may care for 11 children. She is registered to provide overnight care for two children. Currently there are 11 children on roll, of which, five are in the early years age range.

The childminder supports children who have English as an additional language. She holds a National Vocational Qualification (NVQ) at level 3 in childcare and her daughter, who acts as her assistant, holds an NVQ level 2 childcare qualification. The family have the following pets: a rabbit, cat, bird, fish and a hamster.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and make good progress in their learning and development. The childminder is proactive in extending her knowledge and skills by embracing additional childcare training opportunities. She is enthusiastic about her childcare service and promotes an inclusive, healthy, safe and well resourced environment. She maintains high adult:child ratios and responds positively to the needs and interests of the children in her care. Consequently, they are happy, feel secure, have fun and the uniqueness of each child is recognised. Children benefit from continuity of care because an effective partnership with parents is extremely well-established. Systems for self-evaluation and reflective practice are in place that celebrate success and identify areas for continual improvement. All the documentation required as part of the Statutory Framework for the Early Years Foundation Stage is in place, therefore, children's welfare is safeguarded.

What steps need to be taken to improve provision further?

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

- develop the existing observation and assessment systems to more effectively identify what individual children are learning and use these to plan for their next steps.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder provides a safe environment for children in her care. She has a sound understanding of child protection issues and reporting procedures. The childminder recognises the signs and symptoms of abuse and knows what to do should she have any concerns regarding a child in her care. Comprehensive risk assessments regarding the home, practice issues, including overnight care and outings are conducted to ensure potential hazards are identified and minimised. The childminder ensures children's safety on walks and outings as they learn about the 'Green Cross Code' and 'stranger-danger'. Security is meticulously monitored and she ensures children cannot leave the premises unsupervised and are never left alone with anyone who has not been vetted. She ensures her assistant has the appropriate knowledge and skills and is suitable to work with the children placed in her care. Her home is clean, safe and well organised to ensure children's needs are met and that they have a rich environment to play, both indoors and outside.

She provides a varied range of spontaneous and well planned activities which promote play and learning opportunities. Children have easy access to a substantial range of activities, toys, equipment and resources. This allows each child to follow their interests, sparking their curiosity and imagination. She introduces children to activities and resources that promote diversity. The childminder recognises that each child is unique and is mindful of their differing ages, abilities and individual needs thereby ensuring that no child is disadvantaged.

The childminder fosters extremely positive relationships with parents and realises the importance of effectively liaising with others who may be involved in the children's lives. She provides parents with a vast range of written policies and procedures. The childminder arranges for documentation to be translated into other languages to support children and parents whose first language is not English. The childminder engages each parent in regular dialogue, which forms the basis of an effective two-way partnership. At the time they place their child in her care, she establishes contractual agreements and gathers all the required and relevant information from parents, about their child's starting points and individual needs. She values their input and invites parents to contribute to children's learning, seeking their views through questionnaires and daily dialogue. This promotes continuity of care and helps children to settle easily, enhancing feelings of security and supporting their development.

The childminder embraces opportunities to develop her skills and acquire further professional qualifications and knowledge, through ongoing training. She constantly looks at ways to improve the service she offers to children and their parents. For example, implementing the recommendation made at the last inspection and driving ongoing improvement, through her self-evaluation and reflective practice procedures. The childminder accurately maintains the full range of records, policies and documents in line with the requirements of the Statutory Framework for the Early Years Foundation Stage.

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

Children are well supervised and welcomed into a safe, stimulating and inclusive environment, which supports their welfare and ensures they are secure in the childminder's care. Daily routines, such as, naps and mealtimes, are discussed with parents and taken into account within the childminder's home, to promote continuity of care. Children are developing knowledge of the wider community as they participate in walks to the shops, play in the park, or go on outings. For example, the children are taken to local nature trails or to play on the beach at Weston-Super-Mare. They are able to choose resources for themselves and initiate their own play within the home because the wide range of toys and equipment are readily available at their level, on open shelving and in labelled stacking boxes.

Children explore numbers hanging from the ceiling in the covered patio, or those displayed on wall posters. They count everyday items, such as, the spots on a ladybird. They explore size and shape as they play with 'small-world' toys and puzzles. Children involve the childminder in their imaginative role-play. For example, as they pretend to go shopping with their dolls. The childminder extends children's language by singing songs, looking at books and engaging them in lively conversation. She spends time talking and listening to the children and shows a genuine interest in what they are saying and doing. She plans opportunities for children to explore the world around them. For example, when they play in the garden, children show great delight as they discover two ants, a ladybird and a wood louse with their magnifying glasses. Physical development is enhanced as children visit the nearby soft play area, move to music, or play in the garden. Indoors, children look at books, use the computer and engage in art and craft, cooking, construction and role-play activities.

Children behave well, are kind to each other and play together harmoniously, as older children help the little ones to tidy away their toys. The childminder has a positive approach to behaviour management, always offering words of praise and encouragement, such as, 'What a good boy' and 'Well done'. She is a good role-model and gives clear, age-appropriate explanations so that children know what is expected of them. For example, always saying 'Please' and 'Thank you' to the children and expecting them to say the same in return.

The childminder is sensitive and attentive to children's individual needs and close, nurturing relationships are formed. Children climb into her lap for reassurance and a cuddle. They are confident in the knowledge that she will offer encouragement and praise for their achievements. She has a good understanding of the Early Years Foundation Stage and the importance of providing an environment that promotes children's learning and well-being. However, the observation and assessment strategies to identify what children are learning, to enable the childminder to plan for their next steps, are still being developed.

Children are developing their knowledge and understanding of their local and wider environment. They can dig in the soil and observe living things in the small,

covered, garden pond. Children are developing an awareness of a sustainable commitment that reflects the limitations of the planet's environment and resources, as they recycle plastic and paper items. The childminder provides resources to promote diversity and engages children in the celebration of a variety of multicultural festivals and events, such as, Chinese New Year.

Children are developing a good understanding about healthy lifestyles. Standards of hygiene are good and children's personal hygiene is promoted as they learn about the importance of hand washing after toileting and before mealtimes. The childminder displays weekly menus and ensures nutritious meals and snacks are provided that include fresh fruit and vegetables. Children remain well-hydrated as they have free access to fresh drinking water at all times, and are encouraged to take on additional fluids during hot weather, or after physical exercise. The childminder maintains a suitably equipped first aid kit, has appropriate procedures, documentation and a paediatric first aid qualification. These all ensure that she can positively respond should a child have an accident or become unwell whilst in her care.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	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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