

Inspection report for early years provision

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| Unique reference number | 100839 |
| Inspection date | 03/03/2011 |
| Inspector | Zahida Hatia |

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| 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 registered in 1996. She lives with her husband and their four children aged between eight and 16 years old. Their home is a five-bedroom, semi-detached cottage in Brimscombe, on the outskirts of Stroud. The whole of the downstairs area and one upstairs bedroom are available for childminding purposes. There is a garden to the rear of the property which is available for outside play. There are shops and local amenities within walking distance.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children under the age of eight years, of whom three may be in the early years age group. Care is provided on a full and part-time basis throughout the year. She currently has four children on roll on a part-time basis, three of whom are in the early years age group. The family has a pet dog and some chickens

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality and interests are respected and nurtured by the childminder which ensures they are valued and fully included. Children's needs are met, as the childminder establishes good relationships with parents. Generally, good relationships with others providers are being developed to share relevant information. Children's welfare is excellently promoted because the childminder provides healthy and nutritious and homemade meals. Children feel very safe as the childminder spends meaningful time with them, teaching them how to keep themselves safe. The childminder has comprehensive policies and procedures and provides a varied range of activities for children, covering all areas of learning. This enables children to make good progress in their learning and development. Systems for observation and assessment are being developed. There are effective procedures to evaluate the care and education provided to ensure that continual improvements are made.

What steps need to be taken to improve provision further?

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

- improve the processes for observing and recording children's development and progress to ensure that clear links with the early learning goals are recorded
- improve the systems for sharing information of children's learning and development records with other practitioners for children who attend more than one setting

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of safeguarding issues. She is confident about reporting any child protection concerns following the Local Safeguarding Children Board guidelines. There are strong vetting procedures in place to ensure that all adults living on the premises or in contact with children are suitable to do so. The childminder regularly updates her knowledge by attending a wide range of training events, such as safeguarding and first aid training. A wide range of safety precautions are in place within her home and daily checks and comprehensive written risk assessments ensure that potential risks to children are effectively identified and minimised indoors, outdoors and on outings. The childminder is mindful about giving children good input and she ensures that each child has a one-to-one with her through the day. Therefore she dedicates time outside of her childminding hours for maintaining her documentation and written records. All documentation required to promote the safe and efficient management of the setting is in place to support her practice.

Children's play opportunities are maximised through the effective organisation of space, time and resources. The childminder is taking appropriate steps to ensure her provision and environment is sustainable. Children regularly recycle materials to make models. They access good quality toys and resources that support their learning and development. The diversity of individuals is valued and respected and the childminder actively promotes equal opportunities, ensuring that all children and families feel included and safe. The childminder is very enthusiastic about what she does. She regularly networks with other local childminders to exchange ideas and share good practice. The childminder demonstrates a good capacity for improvement and has addressed the recommendation raised at her last inspection. For example, the childminder has improved partnership with parents by maintaining and regularly sharing children's records with parents. Systems for self-evaluation are good as the childminder is able to identify her strengths and weaknesses well.

The childminder understands the importance of working in partnership with other early year's providers, where the children in her care attend more than one setting. However, systems for sharing information with other providers are not yet fully established. Children's individual needs are known and consistency of care assured because the childminder has formed good relationships with their parents. The daily exchange of information, both verbally and through a daily diary, ensures that children's changing needs are well met. Parents are kept up-to-date with their child's progress as the childminder shares individual learning folders with them regularly. Parents comment very positively on the service provided by the childminder. They report their children 'are happy and look forward to coming to the childminder's house'.

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

Children are content and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. The childminder has formed strong loving relationships with children and they interact positively with adults. She consistently offers praise and this encourages children's positive behaviour. As a result, children are at ease in the setting and clearly enjoy their time with the childminder. Children's independence and freedom of choice is promoted because resources are plentiful and a good selection is easily accessible to them. Children enjoy their time with the childminder and are making good progress in all areas of learning, through meaningful everyday experiences and general play. The childminder understands how children develop and learn as she regularly observes the children in her care. She records what she sees and has a clear awareness of where children are, and how she hopes to move them on to the next steps in their learning; however, observations and assessments do not clearly link to the early learning goals.

Children are very settled and at ease with the childminder and her family. The childminder has a calm and caring manner. She encourages young children's language and communication skills through speaking clearly, asking them questions and introducing new vocabulary. Children enjoy easy access to a wide range of books. The childminder reads stories to them regularly and she uses factual books to teach children about nature. For example, the childminder read a book about the different types of animals in a farm. The children discussed what noises each animal makes and what the correct names for their young are. The childminder then extended this subject by helping the children to set out a wooden farm, older children putting together the pens and making the barn for the animals while the younger children sort through a box of different animals such as pets, wild animals and farm animals ready to put into the farm yard.

Children learn to count and recognise letters, numbers and colours while on outings as well as learning about nature and the changing seasons. They are learning to socialise and communicate with other adults and children as they visit local toddler groups. Children's physical skills are enhanced as they access a range of play equipment in the garden. For example, they enjoy kicking balls and playing with sand and water. They learn to care for the chickens and help the childminder to collect the eggs when they are freshly laid. Their creative development is well supported as they use a range of materials, such as paints, crayons and messy play and use their imagination with a range of small world toys and dressing up clothes. Children develop high levels of confidence and self-esteem because the childminder gives regular praise, encouragement and support. Consequently, children learn to share taking turns and show consideration for each other. They learn about themselves and the wider community through general discussion, exploring various festivals and special days and enjoy easy access to a range of resources that show positive images of diversity.

Children are welcomed into clean and well-kept premises where they have ample space to play and explore safely using clean and well maintained resources. They

are active or restful through choice and sleep in line with their individual needs and parent's wishes. Children follow excellent hygiene procedures and are encouraged to wash their hands before meals, after toileting and before eating. Parents provide some meals for children but the childminder supplements with a range of fresh fruit and bread sticks and she provides cooked meal at the end of the day. Children's medical information is appropriately exchanged between the childminder and parents. Children are learning about the benefits of an active lifestyle as they enjoy lots of physical exercise and fresh air. Children's knowledge about personal safety is excellent as they practise regular fire drills and discuss road safety when out walking.

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

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| 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

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| 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 | 1 |
| 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

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| 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

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| 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 | 1 |
| 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

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