

Inspection report for early years provision

Unique reference number	956125
Inspection date	29/03/2011
Inspector	Margaret Barnsley
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 has been registered since 2001. She lives with her husband and 15-year-old daughter in Branston, Lincolnshire. All areas of the home are used for childminding and there is a fully enclosed garden for outside play. The family keep four cats as pets. Amenities such as local shops, schools, pre-school and park are within walking distance.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She is registered to care for a maximum of six children under eight years of age at any one time. She is currently minding 10 children in this age group at various times, of whom two children are in the Early years age group. A further four children are minded who are over eight years. The childminder is a member of the National Childminding Association and her local childminding group. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a homely, inclusive setting where the individual needs of children are prioritised and met successfully in most areas. All areas of learning are provided for and children make good progress towards the early learning goals. The setting is well organised and policies and procedures are comprehensive and reflect the practice that takes place. Partnerships are firmly established and contribute positively to the outcomes for children. Self-evaluation is reflective and is used well to drive forward ongoing improvements.

What steps need to be taken to improve provision further?

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

- use observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child with specific focus on promoting their next steps.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety. She has completed safeguarding training and has a comprehensive policy and procedure in place. This is shared with parents to ensure they are fully compliant with her duty to protect children. The supervision of children is vigilant and safety measures are robust. Full risk assessments are in place and are reviewed regularly to ensure the continued safety of children. Individual risk assessments are conducted for each child to assess whether additional safety measures are required. All adults who have regular contact with children are

appropriately vetted.

This is a warm and welcoming setting, which provides children with stimulating activities and experiences in a homely environment. All policies and procedures that are required for the safe and efficient management of the setting are in place and provide parents with clear and comprehensive information. The childminder has a good knowledge of the learning and development and welfare requirements and she has many years of experience of working with young children. She attends regular training and has recently updated her first aid qualification and safeguarding training. Additionally she has attended Early Years Foundation Stage training, an Assessment and Record Keeping course and a Safety in the Home and Care Setting. She uses her knowledge well to ensure that every child is suitably challenged through a wide variety of learning experiences. Activities are stimulating and observations show the good progress children make in their learning. Each child's next steps in learning are identified although it is unclear how these are planned for. The childminder operates an equal opportunities policy and promotes equality and diversity well. She has an in-depth knowledge of each child's background and promotes a harmonious environment in which children learn to appreciate and respect each other's differences.

Self-evaluation is used well to reflect on the strengths of the setting and to identify any areas for development. Developments are prioritised well according to those that have the most significant impact on children. For example, the childminder wishes to introduce more activities that help children with their transition to school or other settings. She is planning to do more training, including a university course to develop her professional knowledge further and she is exploring more places to take children to so that they have even greater opportunities to socialise in different environments. Since the last inspection the childminder has successfully met the recommendations that were set and has also completed some self-initiated improvements, for example, she has introduced a new diary system to record children's achievements and she has obtained the outdoor resources grant from the local authority. Many more resources have been obtained with specific focus placed on extending those that promote positive images and learning around equality and diversity. She demonstrates a strong capacity to drive improvements forward and maintain continuous improvement.

Partnerships are well established and make a strong contribution to children's achievements and well-being. Regular communication takes place between the childminder and parents, which ensures that parents are fully involved in their child's learning and care. Currently no children attend other settings or school, but the childminder has planned in advance for this and has well prepared systems in place that ensure continuity in children's learning, development and changing needs. Purposeful information is exchanged regularly so that parents are well informed about their child's achievements, well-being and development. The childminder regularly asks parents for their views, both verbally and through a comment book and questionnaires, and ensures that these are used to inform important decisions about the provision.

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

This is a warm and inclusive environment in which children take the lead. The children who currently attend are very young, but have attended since they were small babies. They are very settled and display a strong sense of belonging. The setting is organised very well and children are secure with a stable and familiar routine. Children arrive at the setting after the morning school run and help to take off their coats and sit on the floor ready to have their shoes taken off. They learn very well about what is expected of them and show they are developing their self-help skills and becoming independent. They can have settling-in sessions before they start if parents wish and the childminder gathers detailed information about each child and uses this information effectively as a starting point on which to base activities. Children are enthusiastic and eager to engage in play. They confidently make their own choices about what they want to play with and are capable of expressing their wishes as they develop their language and communication skills well. Toddlers are curious and inquisitive and actively explore the environment using the resources in ways that they choose. For example, one toddler wanted to reach a specific book which was a little bit too high and solved the problem by making a step with some other books to enable her to reach. The childminder did not discourage this as she instantly recognised that the toddler was using initiative to solve a problem. She sat very close to her and reminded her to be careful; thus reminding her of safety but enabling her to manage risk. Children are active participants in their learning and show great interest in the world around them. One toddler especially enjoys the childminder's cats and displays a very good understanding of being kind and caring by stroking the cats very gently. She uses early language to let the childminder know that she would like to have her high chair by the French doors so she can watch the cats in the garden. When she wants one of the cats to come inside and the childminder lets the cat in the child wiggles her toes and kicks her legs with pleasure. Children have developed strong relationships with the childminder and are supported extremely well by her. She listens well to what children have to say or what they want to show her. She is very attentive to their needs and children feel valued and safe with her.

Children make good progress towards the early learning goals as each area of learning is provided for well. Regular observations of children at play identify their achievements. Parents also contribute to the system of observations by completing observations at home of special moments and achievements. This information is used well by the childminder to enhance children's learning in the setting. Children are appropriately challenged in their play and are very well supported when learning new skills. They enjoy a wide range of books and mark making materials on a daily basis and show a good understanding of the concepts of technology through a wide range of press button and electronic toys. Children enjoy looking at books on the childminder's knee and interacting with the story. They initiate a lot of play and apply their play to real experiences, for example one toddler holds a sea shell to her ear without prompt. She uses the toy sink to wash her hands and gestures to the childminder to do likewise. She then decides to wash the doll in the sink, but puts it in head first, which causes some laughter when the childminder brings this to her attention. The toddler enjoys exploring the treasure basket and

makes the sound of a cat when she pulls out a small tray with pictures of cats on it. She uses play food, such as a chicken and gives this to the childminder to eat along with a cup to drink from. Children play well independently and also are beginning to include others in their play. They develop language well and understand the expectations for appropriate behaviour. Children show high levels of self-esteem. They are constantly praised by the childminder and reassured when uncertain about something. All children receive a certificate when they leave the setting with a special record of memories that the childminder makes just for them. She records special things that took place so that the children all have a very important keep-sake of their time at the setting. They are well equipped with the skills they need in order to secure future learning.

Children show a good awareness about healthy lifestyles. They adopt good personal hygiene routines and understand the importance of healthy eating. They are well nourished as their main meals are supplemented with a variety of healthy snacks, such as fresh fruit and bread sticks. Children engage in a wide range of physical activities, both indoors and outdoors. They spend lots of time in the garden and also walk to places of interest such as the woods and the park. They walk to and from other settings each day and increase their understanding about the importance of regular exercise. Children show that they feel safe and secure in the setting as they are excited to arrive. They show trust in the childminder as they ask for assistance, for example with taking their shoes off, as they know that they will be helped. They laugh and giggle during nappy changing routines as the childminder makes them laugh by poking their tummy and saying she can feel where their snack is. This is a very relaxed and calm setting where the childminder makes a lot of time for children and considers each aspect of the care she provides of equal importance. Children enjoy helping and being kind because their efforts are recognised and praised. Children learn right from wrong and how to behave safely through the consistent support they receive during daily routines and activities. They have age and stage appropriate equipment when being taken out and about and they learn about road safety. They participate in fire drills so that they know how to evacuate the premises swiftly in the event of an emergency. Children learn well about becoming responsible, capable and independent individuals.

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	2

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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