

Inspection report for early years provision

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Inspection date	06/04/2011
Inspector	Zahida Hatia
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1996. She lives with her partner and adult son, in a three-bedroom house in Stroud. The whole of the house is available for childminding, with care mainly taking place on the ground floor. There is a fully enclosed garden for outside play.

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

The childminder walks to the local school to take and collect children. The childminder attends toddler groups and goes for walks within the local community.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and cared for, in a warm and welcoming family home. The childminder works hard to ensure the needs of individual children are well met. The childminder works fairly successfully with parents, through the regular exchange of information. She is beginning to develop positive relationships with other agencies to effectively meet the needs of children. The childminder promotes the children's welfare, ensuring that they are safe and secure at all times. The childminder is beginning to reflect on her practice and demonstrates a commitment to improvement through regular training. Children are making good progress in all areas of learning and development because they play within a well-organised environment, both indoors and out.

What steps need to be taken to improve provision further?

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

- improve the systems in place to involve parents as part of the ongoing observation and assessment process in order to fully contribute to their learning and development
- improve links with other providers of the Early Years Foundation Stage to ensure continuity of care and education for children who attend more than one setting
- further develop the self-evaluation process to fully include the views and opinions of both parents and children to improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of how to safeguard children in her care. She has completed safeguarding training to update her knowledge and understanding regarding issues relating to child protection. She understands how to manage any child protection concerns effectively and follows good routines to protect children's health. Children play safely, both indoors and out; the childminder carries out comprehensive risk assessments on all areas of her home and outings to promote children's safety. She records her findings so that children are kept safe and secure. Effective records are maintained in regard to children's attendance, medication and accidents. All records are stored to maintain confidentiality.

The childminder organises her home and play resources well, so that children can make independent choices freely and safely. Flexible daily routines are planned to provide a well-balanced range of experiences for the children, both indoors and outdoors and on outings. The childminder has begun to implement a process of self-evaluation to help support continuous improvement of her provision. However, this is in the early stages of development and the views of parents and children are not yet fully incorporated in the process. Good improvements have been made since the previous inspection and the childminder has addressed the recommendations raised; for example, she accurately records children's times of arrival and departure.

The childminder's appropriate approach to equal opportunities contributes to children's positive attitude to the wider community. Resources and activities that promote positive images of diversity are regularly available.

Good working relationships between the childminder and parents ensure children's individual needs are identified and well met. Parents are encouraged to share what they know about their children's development and are kept informed about their daily care; for example, the childminder speaks to parents daily and provides written feedback in the form of daily diaries for younger children. However, systems to involve parents in contributing to observations and assessments are not yet fully established. The childminder is beginning to develop links with other early years providers. However, these links are not yet fully established to ensure continuity of care and education for children who attend more than one setting.

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

Children feel at home on arrival at the setting. They are well cared for by the childminder, who has formed a close relationship with the children in her care. She recognises and ensures children's individual needs are fully met. She takes children's interests into account when planning activities that include the six areas of learning. The childminder ensures that there is range of planned and purposeful

play, both indoors and out, with a balance of adult-led and child-led activities. This helps children to be active learners and make good progress. The childminder has a good knowledge of the Early Years Foundation Stage. She successfully identifies next steps in children's development through written observations and sensitive assessment of their achievements. Children are sociable and confident with the childminder and visitors. They play cooperatively with others and are learning to share and take turns. The childminder understands how to manage children's behaviour appropriately; for example, she praises children's achievements which promotes their confidence and self-esteem.

Children enjoy their time with the childminder. They are engaged, happy, interested and are learning through their play. Children have good opportunities to learn about the natural world, during visits to the local park, playgroup and library. This is further supported through outdoor play in the childminder's garden; for example, they enjoy planting and watering flowers, riding bikes and mark making. The childminder also supports the children's developing numeracy skills in everyday activities and routines; for example, she encourages the children to count the number of bricks they use to make a tall tower or the number of small people they can find to put in the doll's house. This combined with completing simple puzzles supports children's developing knowledge of basic mathematical skills. Children's creativity is well nurtured. They develop their imagination when painting pictures and making Mothers Day and Easter cards to take home.

The childminder is implementing good hygiene procedures. Children wash their hands before eating and after toileting, using paper towels to prevent cross infection. The childminder provides healthy and nutritious snacks; these include lots of fresh fruit and vegetables to encourage children to learn about making healthy lifestyle choices. The childminder achieves a good balance between busy and quiet time for younger children, through a flexible routine that enables them to sleep or rest when tired. Children are gaining a good understanding of how to keep themselves safe; they take part in regular fire drills and learn about road safety as they walk with the childminder near her home.

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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