

Inspection report for early years provision

Unique reference number	306845
Inspection date	24/03/2011
Inspector	Jayne Rooke
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 was registered in 2003. She lives with her husband and two children aged eight and ten years. The whole of the ground floor of the property and three bedrooms on the first floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children on roll who are within the Early Years age range. The childminder also offers care to children aged five to over eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder receives support from the local authority advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the childminder's exceptionally well organised and inclusive home. Children are recognised and valued as unique individuals. They have access to a wealth of stimulating resources which support their continuous development and progress. Many of the childminder's policies and procedures are effective in practice. She has a positive approach to self-review, taking time to reflect on what works well and what needs to change. Partnerships with parents and other providers are strong and supportive.

What steps need to be taken to improve provision further?

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

- ensure that all records relating to childminding activities are readily accessible and available for inspection at all times (Documentation) 07/04/2011

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

- develop further knowledge of Local Safeguarding Children Board procedures and guidelines
- review behaviour management systems in-line with current guidelines.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect because the childminder is vigilant about their safety and security. She recognises the signs and symptoms of abuse and is able to describe accurately the allegations procedure, although she is less sure if her written safeguarding policy complies with Local Safeguarding Children Board procedures. This has minimal impact on children's safety and well-being overall, because she is confident to take prompt action if she has concerns about a child's safe care. She has relevant contact details for supporting agencies and knows who to contact to guide and inform her practice. Children's safety is further promoted through effective risk assessments which ensure that children can move around freely and safely, both indoors and outside. Fire evacuation drills are practised regularly to ensure that children can exit the building quickly and safely in the event of an emergency. Detailed written information about each child is obtained and all of the necessary consents are in place. This ensures that children receive safe and individualised care. The childminder notes the times of arrival and departure of the children on a daily basis which is sent home with their parents, but she does not keep a copy for her own records. Thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing to minimise risks to children. However, details of the vehicle used to transport children are not entered in the written risk assessment record. This does not impact on children's safety, but means that records relating to children's care are not readily accessible to parents or for inspection purposes. Policies and procedures are discussed with parents from the onset, so that they are fully informed of the childminder's role and responsibilities.

The childminder takes into account the views and feelings of the children and their parents, to consider what she does well and to identify further improvements to her practice. As a result, positive developments in all aspects of children's care have been made. The childminder is committed to advancing her practice, keeping up-to-date with new ideas and information through discussion with other childcare and health professionals, and by reading childcare publications. Recommendations from the previous inspection have been successfully addressed. This has resulted in improved procedures for promoting children's safety and good health, and increasing their knowledge of diversity and disabilities. The childminder visibly displays her certificate of registration.

The childminder provides a wealth of bright and exciting resources which inspire children to investigate and explore the indoor and outdoor environment. She is an active participant in children's routine care and learning experiences, offering excellent levels of support to advance their knowledge and skills. She forms strong and trusting relationships with each child's parent, offering sensitive support, advice and guidance to ensure children receive consistent and complementary care. Comments received from parents through discussion and in writing, are very positive and complimentary. They state that the childminder has made a significant difference to their own and their children's lives through her 'tenacity' and commitment to children's care and learning. They are particularly impressed with the range of 'fun' and 'stimulating' activities, games and outings provided,

increasing their child's happiness and social interaction.

A wide range of toys, equipment, games and posters are readily accessible to the children, reflecting positive images of people who have different abilities, lifestyles, religions, ethnicity and languages. This helps them to develop positive thoughts and feelings towards themselves and others. The childminder speaks kindly and respectfully to the children, managing incidents of unwanted behaviour with sensitive and reassuring control. Although, the occasional and agreed use of a 'naughty step' potentially has a negative impact on children's self-esteem. The childminder has good systems in place to ensure that children with identified needs receive appropriate support at an early stage. She maintains good levels of contact with other early years professionals and settings to further enhance children's development and progress.

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

Children make good progress towards the early learning goals because they are actively engaged in a well balanced programme of activities which cover all areas of learning. For example, babies and young children show that they feel comfortable and safe in the childminder's company. They smile broadly and make excited arm movements as they reach out in response to the childminder's voice and positive interactions. Their development milestones are supported well as the childminder uses specialised equipment to advance their healthy growth and independence. She pays close attention to good health and hygiene, seeking professional advice and guidance to ensure that her home remains clean and free from potential health hazards.

Children are physically active as they move freely between the house and garden. They confidently negotiate large and small play equipment, developing a sense of safety as they follow sensible rules for using the trampoline. Younger children learn how to keep themselves safe, blowing their food at lunchtime so it is not too hot for them to eat. They enjoy freshly prepared meals and snacks, expressing their delight when they are given their favourite home cooked pasta. Children are encouraged to eat healthy options, such as, fresh fruit, vegetables and salad and are offered drinks at regular intervals so they do not become thirsty. Bright and child-friendly pictures and posters are displayed around the home, further promoting good nutrition and hygiene practice and safety awareness.

Children develop a strong sense of pride as they receive lots of lovely praise for their 'fantastic', 'magnificent' successes and achievements. They learn to value and respect people's differences and similarities and to celebrate their own unique qualities through positive interactions with adults and each other.

Older children take responsibility for their own behaviour. They are encouraged to discuss and devise a set of positive house rules which focus on helping each other, taking turns, being kind and to treat each other's property with respect. Younger children express their understanding of behaviour expectations, using 'thank you' words freely when they receive their food from the childminder.

Children show curiosity and interest in the world around them. They are engaged in investigative activities, such as, bug hunts, using magnifying lenses to observe small creatures and insects. They show fascination and amazement as they look at how a spider makes it's web. They are involved in projects that help them to find out about other countries, using the atlas and other reference resources to consolidate their knowledge. A broad range of purposeful outdoor activities, including planting and growing projects, significantly enhance children's learning experiences. Outings to the garden centre, stimulates children's language and communication as they talk about the varieties of plants and seeds they can grow. Children use numbers in their everyday play and routines as they count, sort and match in a variety of ways. Younger children delight in joining in with songs and rhymes, such as, 'wind the bobbin up' which encourage them to follow instructions and coordinate their body movements. Children enjoy a range of creative activities using a variety of art and craft materials, which help them to explore using all of their senses. They help themselves to an array of toys and equipment when they wish to play imaginatively with dolls, dressing up and other 'small-world' toys.

The childminder uses observation and assessment information well to monitor and progress children's learning and development. She makes good use of the Early Years Foundation Stage materials to identify areas for additional support and extended learning. She fully engages parents in the educational programmes, offering sensitive advice and guidance so that they are reassured that their children are settled and making good progress in their development.

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	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	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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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