

Inspection report for early years provision

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Inspection date	04/05/2011
Inspector	Carly Mooney
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 2007. She lives with her husband and daughter aged 11 in Grantham, Lincolnshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools. The family has a pet fish.

The childminder is registered to care for a maximum of six 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 five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a warm and homely environment which effectively supports all children's welfare needs and ensures they are happy and comfortable in her care. Children participate in a varied range of stimulating play experiences which allow them to make good progress in their learning and development. Systems to observe and assess children's progress are developing well. Close, positive relationships have been formed with all children and their families. The childminder understands her strengths and weaknesses and evaluates her practice to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the use of children's next steps in planning and assessment to show how and when next steps identified have been met.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is well protected as the childminder has a secure knowledge of safeguarding issues and how to report concerns. She has attended training in child protection to an advanced level and shares a comprehensive policy with parents. Risk assessments are thorough to ensure children play in a safe and secure environment, including daily check lists which quickly identify and minimise any hazards. The childminder has an extensive range of written policies and procedures which effectively underpin her good practice and promote children's health, safety and welfare. These are clearly understood and shared with parents.

Children are warmly welcomed into the childminder's home and settle well due to the stimulating environment presented to them. They move freely and confidently to access the toys they require which are easily accessible and attractively displayed. Comfortable sofa's and child-sized furniture in the main children's play area helps to maintain a homely feel.

The childminder works very closely with parents to ensure continuity of care and consistent learning experiences. The childminder completes a detailed daily diary which provides parents with information regarding the activities their children have been participating in. Records of children's progress are regularly shared with parents and children's achievements from home recorded. Parents provide positive feedback about the childminder's services both verbally and through regular questionnaires. The childminder understands the importance of building up a good relationship with other providers who deliver the Early Years Foundation Stage and is attempting to implement systems which allow her to do this.

The childminder is committed to maintaining continuous improvement and has kept her knowledge and understanding of childcare constantly up-to-date through attending numerous training courses. She is aware of her strengths and weaknesses and is pro-active in making changes she feels will improve outcomes for children. The childminder meets regularly with other childminders to share ideas and good practice.

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

The childminder recognises and embraces the individuality of all the children she cares for and as a result, secure and loving relationships have been formed. She is attentive and caring and children enjoy her company. The childminder demonstrates a clear understanding of how children learn and provides them with a variety of learning experiences both in the home and on outings. For example, children enjoy singing the song 'wheels on the bus' and so are taken on a real bus trip, which also helps to extend their learning about the local community. The childminder makes clear observations of children's learning and keeps photographic evidence of their play. Next steps for children's progress are identified, although, there is limited evidence to show how and when next steps have been achieved.

Children are confident in their surroundings and familiar with routines such as choosing a doll and book to help them settle easily at sleep time. Children behave appropriately for their age and are learning the skills of sharing and turn taking with gentle reminders from the childminder. Older children show care and concern for younger children, such as, kissing the baby when he wakes from a sleep and finding his dummy when he begins to cry. Children's pictures are attractively displayed in the childminder's home which gives the children a true sense of belonging. A selection of resources used subtly in their play, helps children gain an understanding of diversity and an appreciation of other people. Children have good opportunities to learn about the world around them as they visit places of interest

such as the library, a Chinese restaurant and farm park. Children are able to develop their physical skills through appropriate equipment in the garden, trips to the park and walks in woods and fields close to the childminder's house. Children are able to demonstrate their creativity through art and craft activities, such as, sticking and play dough which they thoroughly enjoy.

Children's welfare is promoted well. All documentation which safeguards children's health is maintained to a good standard and a valid first aid qualification allows the childminder to effectively deal with minor injuries. Children are taught the importance of maintaining their own health and hygiene and the childminder is a clear role model in this area. Snacks provided by the childminder are healthy and nutritious and drinks are readily available. Children gain an understanding of how to keep themselves safe by engaging in regular fire drills and wear special t-shirts on large outings so that they are easily identifiable. Children receive constant praise and encouragement from the childminder to help build up their confidence and self-esteem.

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	3
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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