

Inspection report for early years provision

Unique reference number	101129
Inspection date	23/06/2011
Inspector	Jenny Read

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 has been registered since 1989 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and school age child in the Cashes Green area, on the outskirts of Stroud. The whole of the ground floor, including sitting room, dining room, kitchen and upstairs toy room and bathroom are available for the childminding. There is an enclosed rear garden with grass and decking areas for outdoor play. The childminder attends the local parent-and-toddler group on a weekly basis and travels to local schools to take and collect children.

The childminder may care for a maximum of six children under eight years, of these, three may be in the early years age group at any one time. She currently cares for three children in the early years age group on a part-time basis, all year round. Four children attend in later years age group, on a part-time basis, after school. The childminder supports children with special educational needs and/or disabilities. She has completed the Gloucestershire Childminding Association Professional Childcare and Quality Development courses. She is a member of the Cashes Green Childminding Support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for children are good and they secure and develop a strong sense of belonging to the setting. They are well equipped with the skills they need in order to secure future learning because the childminder successfully scaffolds and facilitates their learning. Partnerships are generally good and highly positive links with parents help to involve them in their children's care and education. The childminder makes some use of self-evaluation to secure improvement by identifying strengths and most areas for improvement. Generally good account is taken of recommendations from inspection.

What steps need to be taken to improve provision further?

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

- obtain necessary information from parents including information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 22/07/2011

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

- review systems for self-evaluation to help drive and secure further improvement and children's and parents' involvement
- develop the partnership with other settings children attend to maintain a regular two-way flow of information

The effectiveness of leadership and management of the early years provision

The bright and cheerful childminder is experienced and uses her knowledge effectively to promote children's health, safety and learning. She demonstrates good awareness of safeguarding issues and competent knowledge of the procedures to follow to ensure prompt action is taken with any children's welfare concerns. The childminder is vigilant and safety aware, taking good account of appropriate safety measures and informative risk assessments for the premises, garden and each type of outing. The committed childminder enjoys her job and is very motivated to promote positive outcomes for children. She is very attentive and flexible in her approach, providing skilful support to encourage their learning. The play areas are warm, welcoming and conducive for learning. Toys are readily available, enabling children to select resources for themselves and take an active part in their play and learning. Displays of children's pictures values their achievements and helps them to feel a strong sense of belonging.

Self-evaluation is in its infancy and at present systems to seek parents' and children's views are yet to be fully explored. The childminder identifies some strengths and weaknesses about the provision and demonstrates the capacity to tackle these effectively. However, there is a partial breach of a requirement relating to record keeping that has not been identified, but this does not have a direct impact on children's wellbeing. For example, registration forms have not been up-dated to include who has legal contact and who has parental responsibility for the child. The childminder focuses her efforts on accurately monitoring the progress of children's learning ensuring target setting is securely based on accurate, up-to-date assessment information to provide effective challenge. Generally good account is taken of recommendations made from inspection to support children's health and wellbeing.

The childminder promotes equality and diversity generally well, through good knowledge of each child's backgrounds and needs. Children access some resources that reflect positive images of other cultures, talk about their holidays and take part in occasional cultural celebrations, such as Chinese New Year. Partnerships with other settings children attend to promote continuity in children's learning are in their infancy. Highly positive relationships with parents are well established ensuring each child's needs are well met. There are clear and accessible channels for parents and the childminder to communicate through termly newsletters, copies of policies and procedures, daily diaries and detailed daily discussion on collection. This ensures parents have co-ordinated, up-to-date and timely information. Yearly progress reports, access to their children's learning journal and regular discussion about their next steps, ensure parents are kept well informed about their children's progress and learning.

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

Children are active, inquisitive learners who make good progress in their learning and development because the childminder has thorough knowledge of their individual developmental needs to provide tailored support. Whilst occasional observation and assessment and their use in planning are generally good, children successfully build on what they already know and can do through effective challenge and extension. For example, introducing more complex puzzles, regularly going swimming and learning to use a whisk when cooking and various tools with the playdough are enabling the children to develop the fundamental skills they will need for the future. Skilful use of the environment around them and walks in the local community are actively supporting children's learning such as recognition of numbers on cars, houses and signs.

Children gain increasing awareness about caring for their environment and sustainability. They help to plant, pick and wash their potatoes, runner beans and carrots and enjoy eating them for their lunch. Children explore a good range of activities and experiences that extend their creativity and sensory experiences. They have great fun with the bubbles, squealing with excitement as they chase and pop them, then try to blow their own. Children use their imagination and first-hand experiences very well in their play. They play shops with the cakes they have made, iron their baby's clothes and use the role play coffee machine to make a drink.

The children are happy and settled because the childminder is very flexible and responds promptly to their ideas and interests. As a result, children feel safe to express how they feel and talk about what they want to do. They show pride in their achievements and those of their friends. When playing a game altogether they excitedly celebrate each other's achievements, cheering and clapping as they successfully flick the counters into the slot. Children are confident speakers, showing good levels of self-esteem to build strong relationships with the childminder and their friends. Frequent praise and encouragement and sensitive reinforcement of rules is supporting children well in learning to manage their own behaviour. The children know what is expected of them through correct modelling of safe play from the childminder. They safely negotiate the incline in the garden and carefully climb up and down from the table at meal times. Children practise the escape plan every six weeks, helping to reinforce their awareness of safe action to take in an emergency.

Most children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene practices and routines, such as instinctively using their own coloured towel. Children play a dynamic role in promoting their health and wellbeing, contributing readily to decisions about what they eat. They help to select their snacks and lunches each week from the wide range of healthy, nutritious options and go to the shops to buy the fruit they have chosen. Children engage in a wide range of physical activities, both indoors and out. They gain confidence as they learn to move in different ways at the soft play centre and

develop co-ordination, control and agility as they practise playing golf.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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