

Inspection report for early years provision

Unique reference number	EY412841
Inspection date	02/08/2011
Inspector	Janet Fairhurst
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 was registered in 2010. She lives with her husband and children aged two and five years old in the residential area of Abbey Farm in North Wallbottle. The whole of the childminder's home apart from the ground floor bedroom and master bedroom on the first floor is used for childminding. The family has a cat. The childminder cares for children on weekdays from 7.30am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children and parents are made to feel welcome as part of the childminder's commitment to provide an inclusive service. She has a good understanding of how children learn and develop and this is translated into positive practice. As a consequence, children are making good progress in meeting their early learning goals. Children benefit from the good partnership with parents, although, the partnership with other settings is not yet fully established. The childminder is beginning to reflect upon her practice and demonstrates a good capacity for improving the service she offers.

What steps need to be taken to improve provision further?

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

- develop partnerships and systems for sharing information with other providers who deliver the Early Years Foundation Stage to ensure consistency in care and learning for individual children
- update the record of risk assessment to include any assessment of risks for outings and trips
- build upon the already good systems for monitoring children's progress to show how children's next steps are effectively planned for.

The effectiveness of leadership and management of the early years provision

The childminder has good knowledge of how to protect children and is vigilant about signs and symptoms of possible abuse. Having attended recent training, she is well aware of the procedures to follow should she have concerns about a child.

Clear policies, procedures and record keeping systems ensure children are kept safe, protected and well supported. The environment, indoors and outside, is kept safe due to comprehensive risk assessments that ensure that all potential hazards to children are minimised. It is evident that the childminder carries out appropriate risk assessments for outings which ensure children are kept safe, however, these are not recorded.

The learning environment is appropriately organised and the childminder makes good use of the space. The childminder has a good range of resources and positions them at low levels to promote and encourage children's independent access. There are no children attending who have special educational needs and/or disabilities. However, the childminder understands the importance of working closely with outside agencies to ensure children's needs are met. The childminder provides parents with a good range of information about the service she provides. In addition to daily discussion, the childminder offers to complete a daily diary for each child to keep a close connection between their homes and her setting. These diaries include such things as the foods children have eaten and how they have spent their day. Alongside this, the childminder also shares her records of children's achievements so that parents are well-informed about the progress that their children make. Parents have completed questionnaires and their comments demonstrate their satisfaction with the service that is provided. The childminder understands the importance of developing links with other settings children attend to enhance and complement learning opportunities for them, however, these are not yet fully established.

Although, the childminder has yet to complete her written self-evaluation of the setting, it is clear from discussion that it is important to her in order to identify key strengths and areas for improvement within her provision. She works with fellow childminders and network coordinator to help her identify strengths and areas for improvement. She recognises the importance of keeping her knowledge up to date and is currently working towards becoming a member of the local Childminding Network.

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

Children enjoy a warm and caring relationship with the childminder. They laugh and play together and visibly enjoy each other's company. The childminder demonstrates a good working knowledge of the Early Years Foundation Stage learning and development requirements. As a result, children make good progress towards the early learning goals. Flexible planning ensures that activities respond to the changing needs and interests of the children. This combined with good organisation which ensures children receive a balance of adult and child-led activities delivered both in and out of doors. The regular observation of children shows a good insight into children's enjoyment and engagement with the range of activities. They also identify aspects of children's learning and possible lines for their continued development. However, the records do not show how the childminder has tracked the next steps identified in children's learning.

The childminder knows the children well and activities and resources reflect their interests and meet their individual learning and development needs. The childminder devotes her time and attention to the children, effectively promoting learning through play. They develop close relationships with the childminder snuggling into her for reassurance while she instinctively knows when they are tired and places them in their pushchair for their mid-morning nap. Problem solving and numeracy skills are woven through all activities. For example, while the children climb the stairs, the childminder encourages them to count and as they set the table they count out how many plates they will need. Children are steadily developing their early communication skills as they benefit from the childminder's patience and encouragement as they begin to develop their speech and try to join in conversations. Children's love of books is developing as they listen to the stories that the childminder tells them when they are tired. Children demonstrate their curiosity as they examine the toys and spend time exploring and working out how to operate resources, such as the pop-up and musical toys. This helps to build children's concentration, supports their ability to make connections in their learning and helps them develop their skills with technology.

Numerous outings and activities ensure children have good opportunities to enjoy the fresh air and also to develop their knowledge and understanding of the world. For instance, they visit local properties, soft play venues and the park. Here they have the freedom to run around and develop their physical skills in a fun and enjoyable way. This combined with the provision of healthy meals and snacks introduces children to the benefits of healthy lifestyle choices. Children feel good about themselves because the childminder offers frequently positive support, praise and encouragement. They are beginning to understand boundaries, rules and limits and to understand why they exist. Children are learning to use their manners and are beginning to share and take turns. They follow house rules and show a strong sense of security and feel safe within the setting. Children learn about dangers and how to keep themselves safe, routinely taking part in fire evacuation practises and learning to cross the road safely.

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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