

Inspection report for early years provision

Unique reference number	EY423321
Inspection date	14/09/2011
Inspector	Kelly Eyre
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 2011. She lives with her husband and one teenage child in Leighton Buzzard, Bedfordshire. The basement, ground floor and first floor of the childminder's house are used for childminding and there is a bedroom for children requiring undisturbed rest or staying overnight. Children have access to the enclosed garden for outdoor play. There is a steep incline to the front of the property and steps leading to the front door. There is a cloakroom on the ground floor and a bathroom on the first floor. The childminder is able to take and collect children from local schools and pre-schools.

The childminder provides care on each weekday during term-time and school holidays and she is also registered to provide overnight care. The childminder is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding two children in this age group, both of whom attend on a part-time basis. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a genuine enjoyment of her work and is committed to the continuous improvement of her practice. She is currently developing effective self-evaluation procedures that support her in putting together a clear picture of her strengths and weaknesses and in prioritising improvements. She is therefore able to offer a childminding service which is responsive to the needs of children and their families. The childminder works well with parents, supporting the exchange of relevant information and enabling her to gain a thorough understanding of each child's needs. She uses this information to help ensure that children's needs are consistently met and they are offered appropriate support so that they are meaningfully included in the activities and daily routines.

What steps need to be taken to improve provision further?

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

- develop further the assessment and planning procedures to show how children's next steps are consistently fed into the overall planning in order to provide further experiences which are appropriate to each child's stage of development
- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

The childminder is able to promote children's welfare at all times as she has a thorough understanding of issues relating to safeguarding children. A written procedure further supports this and ensures that she can identify children at risk and take appropriate action. Children's welfare is further promoted as the childminder makes sure that all household members have undergone relevant suitability checks. Thorough risk assessments of all areas used by children help to ensure that hazards are minimised and their safety is consistently promoted. Good practice and ongoing explanations help children build up their awareness of safety issues. For example, when doing arts and crafts and using scissors, safely.

The childminder has a good understanding of the importance of promoting equality of opportunity. Every child is respected as an individual and their needs are carefully considered when the childminder plans activities, routines and outings. She acts as a good role model, showing respect for all and in turn, encouraging children to respect each other. The childminder maintains good relationships with parents, keeping them well informed of their child's progress, for example, through detailed discussions at the end of each session. Consistency of care is further promoted as the childminder appreciates the importance of working in partnership with others providing care for the children. For example, she exchanges information with the pre-school so that they can work together to ensure that children are offered consistent support.

The childminder continuously reviews her work, planning for the future and making relevant changes that improve the outcomes for children. For example, recent changes include the re-organisation of toys and resources, meaning that children have improved access to these and can make independent choices. Although the childminder has clear plans for the future development of her work, she does not fully utilise the self-evaluation process to inform the overall review of practice and the impact of changes made. Children are offered a range of activities that support their learning because the childminder makes efficient use of resources. For example, she uses local facilities, such as, country parks and places of historical interest, in order to offer children further opportunities.

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

Children make good progress because the childminder has a clear understanding of the Early Years Foundation Stage. She observes children as they play, keeping clear records of her observations and assessments. These enable her to build a clear picture of children's current developmental needs and to plan appropriate activities to support their individual development. However, this is not fully promoted because the assessment and planning procedures do not clearly show how children's next steps are consistently fed into the overall activity planning. The childminder pays attention to ensuring that her home is safe and children's behaviour demonstrates that they feel secure. For example, they move happily

around the play areas, making independent choices about their toys and readily including the childminder in their play. They are therefore beginning to take an active role in their learning and are developing positive attitudes to this. Children's awareness of diversity and the lifestyles and needs of others is promoted as they access relevant resources and participate in activities and discussions. For example, children try on glasses, discussing why these are worn and going on to research this further in order to make their own illustrations.

Children's emotional development is promoted and they gain skills for use in future life as they develop appropriate relationships with the childminder and their peers. The childminder offers children clear guidance and gently encourages them to share, take turns and respect the needs of others. Their understanding of appropriate behaviour is therefore developed. The childminder's good procedures for working with parents mean that she is able to offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language.

Children feel valued and welcome as their self-esteem is promoted because the childminder takes an active interest in their activities. For example, children explore musical instruments and decide to put on a 'concert' for their parents. The childminder helps them to organise this, showing them how to write music and laminating sheet music for them. The childminder is confident and encourages children to explore the resources and develop their own play. They are well supported in this because she joins in appropriately and extends their learning and development. For example, when children choose to use stickers depicting farm animals, the childminder shows them how to make their own illustrations of fields and enclosures to enhance their pictures.

The childminder's good organisation means that children's learning is extended. For example, they learn about living things and their environment on nature trails, where they look for butterflies, wild flowers, bracken, birds and dragon flies. Children's awareness of the relevance of healthy lifestyles and practices is promoted. For example, their understanding of good hygiene is reinforced as they participate in cooking activities, discussing why they need to wash their hands and going on to look at the appropriate storage of food and the importance of keeping the kitchen clean.

The thoughtful provision of a range of resources ensures that children are offered well balanced opportunities in all areas of learning. For example, whilst playing with role play resources associated with shops, children have access to resources that encourage them to write lists and menus and use their mathematical skills along with identification of written numerals. Children's play is enhanced and their development promoted as the childminder makes some additional resources. For example, they enjoy exploring the different textures of a basket of materials. Children are encouraged to adapt the resources in order to extend their play. For example, they use nets and material to make a den under the table, adding further resources to turn this into a shop.

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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