

Inspection report for early years provision

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| Unique reference number | 142018 |
| Inspection date | 19/10/2011 |
| Inspector | Julie Neal |
| 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 1999. She lives with her husband and adult daughter. They live in a detached house in Burnham-on-Sea. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden for outside play. The family has a pet dog, cats, and rabbits. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years of age at any one time, no more than three of which may be in the early years age range. She is currently minding eight children in the early years age group, at different times. The childminder is not registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well overall. The childminder has a child-centred approach to promoting learning through play and as a result, children make good progress towards the early learning goals, relative to their starting points. The childminder has a very good understanding of each child's needs because she shares information well with parents, although partnerships with other settings are less well established. The childminder's self evaluations are good and her action plans clearly identify where she has made improvements that support children's wellbeing. As a result, the childminder demonstrates she has the capacity for ongoing improvement in order to achieve and sustain good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a regular two way flow of information with other providers of the Early Years Foundation Stage, where children attend more than one setting
- develop opportunities for children to develop and use their home languages in their play and learning

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good. The childminder is secure in her awareness of safeguarding issues because she refreshes her knowledge through training, and she has a thorough understanding of the appropriate action to take in

order to protect children. Children are kept secure and protected from harm because the childminder has good daily health and safety routines in place. The childminder's risk assessments are good, taking account of all areas of the childminder's home and garden, resources and equipment used by children, and a variety of outings. The childminder places a strong emphasis on teaching children to be safe. For instance, they help the childminder with the weekly checks of smoke alarms and children can explain why it is important that these work properly.

The childminder evaluates her practice well and focuses effectively on where improvements can be made to promote outcomes for children. For example, she has developed the way she uses her observations of children to identify their next steps in learning. This has resulted in good, clear processes of recording children's progress towards the early learning goals. She has further developed these to include space for parents to include their contributions towards their children's learning plans. Feedback from parents is valued and acted upon. For example, she displays information about the six areas of learning because some parents were unclear about these. The childminder develops good relationships with parents, which results in her being well informed about each child's needs. Parents receive comprehensive daily feedback about their children's activities and routines, and individual diaries are used most effectively to ensure an ongoing two-way flow of information. As a result, children's care and learning needs are well met. Some children attend other settings that provide the Early Years Foundation Stage, such as pre-schools or nurseries. Although the childminder develops friendly relationships with staff in these settings and discusses children's welfare, she does not have a process in place to share information relating to learning and development with them.

The childminder provides an inclusive environment where each child is valued, and their individual needs are understood and met well. As a result, children are immensely happy and confident. Generally, bi-lingual children and those for whom English is an additional language, are supported well. The childminder works well with parents to ensure she is able to communicate effectively with children and to understand their needs. Children spontaneously teach each other words and numbers from their home languages, which the childminder encourages. However, the childminder does not consistently plan opportunities for children to use their home languages, and there is little in the learning environment to reflect languages other than English.

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

Children's welfare, learning and development is supported well. Children make good progress towards the early learning goals, relative to their starting points. This is because the childminder makes good use of her observations of children to provide activities and resources that provide high levels of challenge. Children enjoy an immensely child centred environment, with the childminder using her

very good knowledge of their individual interests when planning. As a result, children are eager and enthusiastic learners. For example, children are currently fascinated by pirates, and the childminder uses this interest very well to extend and develop their learning in all areas. Children enthusiastically dress up as pirates and use a telescope to look out of the window for other pirate ships. Children design and make treasure maps and use a compass to identify north, south, east and west. The childminder extends this very well, pointing to different parts of her home and garden and encouraging children to use their compasses to name the direction indicated. Children concentrate very well as they make treasure chests, and they enjoy lively discussions about the sea creatures that they stick on the outside of these. Children use their imaginations very well as they extend their game into the garden, where a bench becomes their pirate ship. They jump and leap energetically as they pretend to have swordfights with other pirates, and they control their movements as they move cautiously and quietly to avoid 'sharks in the water'. The childminder monitors children's progress towards the early learning goals very well. Overall, children's individual learning records reflect this and provide very good examples of how children have made progress over time.

Children are happy and secure, demonstrating high levels of confidence in their interactions with each other and the childminder. Children are very well behaved and respond extremely positively to being given responsibility and freedom to make their own choices. For example, children negotiate very well as they organise games, having learned the value of taking turns. The childminder lets children decide when they want to break for a snack. Children take the time they need to complete projects to their own satisfaction, such as when painting or model making, allowing them to fully explore their thoughts and ideas. As a result, children's self esteem is excellent. Children are very confident communicators who benefit from the childminder's good use of discussion to encourage them to use their critical thinking and problem solving skills. For example, children are playing with cars and a road layout. The childminder encourages children to think about which side of the road they should drive on, and children learn to identify 'left' and 'right'. Children discuss the right way to drive round a roundabout, and the meaning of different coloured traffic lights. The childminder links what children are doing to everyday routines most effectively. For instance, when children identify a pedestrian crossing on the map, the childminder encourages them to consider where they see these when out for walks. This leads to an animated discussion where children talk about the different places they go, and where there are crossings with buttons to push. Children use toy cars to show how it is not safe to cross the road where cars are parked. Health promotion with children is effective and they quickly learn confidence in managing their own needs. Children demonstrate that they are developing a good awareness of hygiene routines. For instance, a child falls over in the garden and tells the childminder that they will need to wash their hands when they go indoors. Children are careful to cover their mouths and noses when they cough or sneeze, understanding about 'germs' being spread in the air. Parents provide their children with well balanced meals and snacks that support the childminder's healthy eating policies. Mealtimes are used well to encourage children to use skills they have learned, such as slicing, peeling and spreading, and to be safe using tools such as knives.

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

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| 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

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| 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

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| 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

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| 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 | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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