

Inspection report for early years provision

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Inspection date	17/10/2011
Inspector	Janice Hughes
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 2001. She lives with her husband and child aged eleven. The whole of the ground floor of the childminder's house, along with the small rear bedroom and bathroom upstairs, are used for childminding purposes. Access to the first floor is via a staircase. There is a fully enclosed garden for outside play. The family has a tank of fish and a hamster.

The childminder is registered Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding 12 children, all of whom attend on a part-time basis. Eight of these children are in the early years age range.

The childminder walks to the local school and nursery school to take and collect children. She attends the local parent, carer and toddler group and takes children to the library and local park. She is also 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 is very considerate of each child and therefore is able to ensure that their individual needs are effectively met. She promotes an inclusive practice and the Early Years Foundation Stage very well, and therefore children make good progress in their learning. Children remain safe and secure due to practical steps taken by the childminder and her understanding of safeguarding. Positive relationships with parents and other providers mean that children benefit from the information shared with the childminder in order to support their care and learning. On the whole, self-evaluation and plans for future improvement support the 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 systems for evaluating practice in order to effectively target priorities for improvement.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder has a good understanding of how to protect children from abuse and has developed policies and procedures that support her to do so effectively. There are detailed risk assessments recorded for the indoor and outdoor environment, which minimises the potential hazards to

children. For example, the childminder has a book with children's emergency contact numbers in, which she takes with her when ever she goes out of the house. All legally required records and documentation are in place, including a range of policies and procedures, such as safeguarding and a complaints procedure.

The childminder is motivated and interested about her childminding. She has undertaken the required pre-registration courses and has an enthusiasm for improving her practice. She has completed the Ofsted self-evaluation form, although has not used this to target and prioritise areas for improvement and so it is not fully effective. The childminder has a good understanding of promoting equality and diversity and ensuring that the provision is inclusive. Children are all included in the play opportunities and she works with parents to support children who may need specific resources or the adapting of activities in order to fully enjoy their play and learning. The effective deployment of resources means that all children are able to access the activities that are on offer.

Partnerships with parents are good. They receive some useful information about the provision, both verbally and in written daily diaries, including copies of the childminder's policies and procedures. Parents have opportunities to see children's learning journeys and this informs them of the progress their children are making in all areas of learning. Information, including the childminder's registration certificate and the Early Years Foundation Stage poster, are displayed for parents to see. The childminder has a positive attitude to developing future partnerships in the wider context where children, for example, may also attend another provision. She also meets other childminders regularly and they discuss childcare issues and ideas. The childminder communicates verbally with parents on a daily basis and, for young children, completes a written daily diary.

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

The childminder has a high level of understanding about how to support children's learning and so they make very good progress towards the early learning goals. She interacts skilfully with the children and they clearly enjoy their time with her. The environment is spacious, comfortable and bright. The organisation of resources effectively promotes active learning as all ages of children are able to freely make safe choices from a wide range of toys and activities which are sufficiently challenging. The childminder knows the children very well and uses this knowledge successfully to ensure that children are interested and stimulated by the opportunities that she provides. She undertakes observations of the children and has introduced a recording system for these. This clearly identifies children's next steps for development to ensure consistent progress across all areas of learning.

Children are happy and enthusiastic learners because they are engaged in a stimulating and exciting programme of child-initiated play, which is successfully supported by the childminder. They enjoy using the role play toys and dressing up, their faces lighting up as they find a blanket, plates and cups to play 'going on a

picnic'. Children are increasing their awareness of diversity through the use of books, small world resources and discussion. This helps children to recognise, value and respect similarities and differences between themselves and others. Visits to local community venues help to develop their social skills and awareness of the wider community. Children develop a clear understanding of good behaviour because the childminder provides consistent boundaries, gentle reminders, praise and encouragement. Children show they feel safe in the setting as they go to the childminder for support and follow their own routines, and they show good levels of confidence and self-esteem.

The home environment is clean and tidy, with positive steps being taken to reduce the risk of cross-infection, such as wearing gloves for nappy changing. Children understand to wash their hands before eating and after using the toilet, and are developing a strong understanding of healthy lifestyles. They are able to access drink independently and they have regular snacks, for example, they enjoy grapes and pineapple. Children enjoy regular fresh air, become active outdoors and walk to school on a daily basis.

Children develop skills for the future as they understand mathematical concepts through daily routines and play. For example, they play hopscotch and recognise the number they land on, and count as they jump from one number to the next. Their early problem solving skills are further encouraged through resources, such as matching and sorting games, shape sorters and jigsaws. Children develop information and communication technology as they use the computer and programmable games. The childminder effectively supports early communication through playing games that involve different types of communication, such as actions. She supports early writing skills effectively, for example, children put marks on the crocodile's back while making 'snapping crocodiles'.

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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