

Inspection report for early years provision

Unique reference number	200901
Inspection date	15/11/2011
Inspector	Hayley Lapworth
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 1997. She lives with her husband and two children aged nine and fourteen years. The whole of the downstairs of the premises is used for childminding and the premises are accessed by two steps. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have one pet cat.

The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently six children attending, all of whom, are in the early years age range. Children attend on a full and part-time basis. The childminder also cares for children over the age of eight years. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled in the childminders care. They are provided with a good range of activities and their next steps in their learning are identified in some areas. The childminder has a good understanding of the welfare requirements. She has many years experience and effectively considers equality and diversity. Partnerships with other providers and with parents are secure. The childminder has a clear vision for the future and is presently developing the methods used to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further and consistently apply methods used for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.
- improve the identification of children's next steps in all areas of learning so that children can make maximum progress.

The effectiveness of leadership and management of the early years provision

The childminder has attended a number of short courses and has a qualification in childcare. She continues to access courses to ensure she has up-to-date knowledge. All of which positively impact upon the service she provides. The childminder has secure knowledge of child protection issues including possible signs and symptoms of abuse. She is also fully aware of her responsibilities in the event of a concern about a child in her care. There is a written safeguarding policy

and all adults in the premises have completed appropriate vetting procedures. The childminder deploys her resources in an inviting way that attracts children into their play and they are fully supervised at all times. Many potential hazards have been minimised and the written risk assessments reflect the practice which ensures children's safety. Parental consents are in place for administering medication and the childminder is aware of any legal restrictions and who has parental responsibility for the children in her care. Documentation is well maintained and information is attractively displayed on the notice board for parents and visitors to browse.

Systems for monitoring and self-assessment are developing generally well. The childminder has identified her strengths and weakness and identifies action to take to overcome any weaknesses. The views of parents and older children using this service have very recently been obtained. However, methods used to obtain parents and children's views are not fully developed. This may potentially impact upon the childminders capacity for continuous improvement. At the last inspection there was one action raised. Since the last inspection this action has been fully met which has improved the safety of the children whilst playing outside in the garden.

Partnerships with parents are good as secure working relationships are established. Parents are invited to share their knowledge on their child's individual routine and stage of development at the onset of care and thereafter. Consequently, the childminder is able to effectively meet the children's on-going needs. The childminder communicates with parents at the start and end of each day and occasionally sends parents text messages throughout the day. Written comments provided by parents to the inspector are very positive. They share that their children are very happy with the childminder and that their children are always greeted with a smile. They also comment that the childminder is 'good at giving parents advice', 'making parents feel at ease' and 'offering a flexible service'.

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

Children are settled and happily play in the childminders home. They share good relationships with the childminder and often welcome her affection by having a cuddle on the sofa. The childminder provides activities and resources that the children enjoy. She meets all their requests for different types of play. For example, children request to play with jigsaws, imaginative play equipment, books and crayons. All of the activities meet their individual stages of development and differing learning styles. The childminder supports children's learning as they play. She sits alongside them and encourages their role play. For example, when they are caring for the dolls she encourages them to be gentle with them and keep them safe from accidents. Consequently, children are engaged in a variety of play which enables them to make good progress towards the early learning goals. The childminder is growing in confidence and is securely implementing most aspects of the learning and development requirements of the Early Years Foundation Stage. Each child has a learning journey where the childminder keeps observations and assessments of their learning. Photographs and samples of the children's work are included. She is beginning to identify their next steps in their learning and use this

information to inform her planning. However, this area is not fully secure across the six areas of learning. Therefore, this may impact upon the children reaching their maximum potential. The childminder has a good approach towards handling children's behaviour. She is fair, consistent and helps children to behave well. This is achieved through explaining to the children how she would like them to behave. For example, she explains why she does not allow them to climb on the sofa. Therefore, children's behaviour is good.

Children are learning about the world around them through a variety of play and experiences. Young children learn the names of wild animals through doing jigsaws. They have fun with the childminder through imitating the noise that the lion makes. For example, they make animal sounds. Children are also made aware of places of interest in the local community, for example, the childminder reads them a story about trains and in the book they spot a church, she then helps them to compare the church building in the book to the one they see near the childminders home.

The children are becoming articulate individuals who are gaining a good range of vocabulary. This is because the childminder regularly has detailed conversations with them throughout their play. For example, whilst they are doing a jigsaw of everyday objects, she talks to them about when we might use an umbrella and what might happen if we didn't use an umbrella. Consequently, children are being asked questions that make them think, thus, developing their knowledge and understanding.

Children's understanding of their own safety is enhanced. This is because the childminder talks to the children about their own safety whilst out in the community. For example, she shares and explains to the older children why they must stay within her view and not turn corners without her. The childminder also keeps children safe in her home by explaining they need to be careful and not run as they may trip over the toys and equipment. Children's health is promoted well as good procedures are in place to prevent the spread of infection. Children follow effective hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They are provided with individual resources and are becoming increasingly confident with self-care. Children are provided with food which effectively considers their nutritional needs and their personal preferences.

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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