

Inspection report for early years provision

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Inspection date 03/11/2011
Inspector Janet Moutter

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 registered in 1995. She lives with her husband and two adult children in the Robinswood area of Gloucester. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from local schools and pre-schools. The family has a pet dog. Children may use the entire house; although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children within the early years age range at any one time. There are currently five children on roll who attend on a part-time basis. The childminder also cares for older children. Children aged three and four years are funded for free early education. The childminder holds a relevant early years qualification. She is a member of the Gloucester Children Come First Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall towards the early learning goals in this safe and very welcoming setting. They develop particularly good social skills and have a close bond with the childminder, who knows each child very well. Good partnerships with parents, together with evolving partnerships with other early years settings where children attend, effectively promote consistency in children's care and learning. Overall, the childminder provides good quality indoor and outside play on a daily basis, which effectively promotes children's health, well-being and outdoor learning. She successfully maintains good levels of practice to enhance outcomes for children and demonstrates a strong commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the play provision, both indoors and outside, to provide well-planned experiences based on children's spontaneous play across all six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a secure understanding of safeguarding and child protection issues. She understands the procedures to follow should she have any

concerns about the safety or welfare of a child in her care. The childminder follows effective safety procedures, such as keeping the family dog away from children and ensuring that external gates and doors are securely locked. The childminder maintains regulatory documentation to a good standard and has a wide range of policies and procedures which she updates regularly and shares with parents. This successfully promotes the safe and efficient management of the setting.

The childminder promotes equality and diversity well in an inclusive environment. She gets to know individual children well and take time to find out about their backgrounds, preferences and routines. The childminder has also attended training to support children with additional needs. The childminder monitors children's individual progress carefully, maintaining observation notes and clearly identifying their next steps in learning which she effectively incorporates into planned activities. This helps to ensure that she supports all children in making good progress towards the early learning goals as they make good use of a wide range of challenging and interesting resources in this busy setting.

The childminder develops highly positive relationships with all parents. They are very complimentary about her care of their children, stating how supportive she is and that she has become part of their family. The childminder keeps parents very well informed about their children's learning and development through daily discussions. She invites parents to look at their children's development profiles at any time. The childminder strives to involve parents in her setting by encouraging them to contribute their ideas and she provides them with a broad range of good quality information.

The childminder is proactive in establishing partnerships with other early years settings where children attend. For example, she has a letter of introduction for one of her children who is due to start at pre-school next term. She talks to other settings to ask for information about children's welfare and education during their time there. She then uses this information to support her own practice which effectively promotes continuity in children's care and learning.

The childminder routinely reflects on her practice, which effectively helps her to build on areas of strength and to identify areas for further development. Since her last inspection, the childminder has addressed the recommendations effectively. For example, she now ensures that the food and water bowls for the dog do not pose a risk to minded children by removing them to a more appropriate place. The childminder has successfully maintained high levels of practice which effectively leads to good outcomes for children.

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

The childminder has a good understanding of children's starting points, interests and preferred learning styles. She observes children to gain a sense of their progress with the activities and with each other. This can also be seen in the many observations and photographs of the children that embellish their learning

files. The childminder writes an in-depth diary for the youngest minded children, and this forms a link with the parents to explain what their child tells them at the end of the day.

The childminder has a good understanding of the Early Years Foundation Stage and of how young children learn through play with first hand experiences. This understanding enables her to make a good quality play environment accessible to all children. Though planning and assessment strategies are in place, they do not fully support children's ongoing learning in a systematic way. For example, the childminder does not currently provide well-planned play experiences based on children's spontaneous play across all six areas of learning, both inside and outdoors.

Children have good opportunities to spend time outdoors and in the local community on a daily basis. They enjoy gardening and visiting the local parks, as well as going to the library and children's centre. Children understand the importance of looking after themselves by wrapping up warm and enjoy taking the family dog for walks. These outdoor activities effectively enable children to develop their physical skills and knowledge of the world around them.

Children show an extremely strong sense of security in this setting. They are completely at ease with the childminder and show very high levels of confidence. They have a very positive approach to learning, engaging fully in the activities on offer and chat continuously to the childminder. Children show that they are very settled in her care, moving with confidence round her home and approaching the childminder readily for cuddles and support.

Children select toys of their choice from easily accessible storage. They enjoy naming the fruit and vegetables they find amongst the collection of picnic and tea set items, demonstrating their growing understanding of healthy eating. The childminder prompts children about safety, asking children to tidy up before lunchtime. The children know the routine well and manage this task well. Children's vocabulary increases along with their social skills, as they sit and chat together while eating their lunch. Overall, the childminder interacts well with the children. She sits and chats with them, reads stories and asks open-ended questions. She also listens closely to the children and takes time to explain things to them in ways that they understand.

The childminder has high expectations to which children respond well. Children are learning to manage their personal hygiene routines independently and this allows the children to feel confident about themselves. All children are encouraged to share and readily help tidy toys away, so that there are no trips and slips and other hazards. The children know about safety and consider the impact their actions have on others. They learn about being safe by practising fire evacuation drills and by crossing roads on their frequent outings. Children are beginning to learn appropriately about healthy lifestyles through routine procedures. They eat a range of nutritious meals and snacks provided by the childminder. She discusses children's developing needs and interest in food with parents. Drinks are readily available and young children are reminded to drink to prevent them getting thirsty.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met