

Inspection report for early years provision

Unique reference number	EY348931
Inspection date	17/11/2011
Inspector	Sue Taylor
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 registered in 2007.

She lives with her husband and three children aged seven, 11 and 16 years in Dunton Green, close to shops, parks, schools and public transport links. The ground floor areas only are used for childminding. There is an enclosed garden for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding six children in the early years, over different days, on a part time basis. The childminder is not registered to provide overnight care.

The childminder collects children from the local school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning, although the monitoring of their development is less effective. Most of the required documentation is in place and the breach of a specific requirement has no impact on the safety and well-being of children. The children are confident as they are valued for who they are with their individual characters nurtured. Overall, partnerships with parents and others are in place and support children. Steps taken by the childminder to evaluate her practice show a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation) (also applies to both
parts of the Childcare Register).
- 18/11/2011

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

- improve the monitoring of children's progress from their starting point

towards the early learning goals and encourage further involvement from parents and others in supporting children's learning and care.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good awareness and commitment to promoting children's safety. Risk assessment records show how she keeps children safe, in the home and when out and about. She minimises hazards in the home, for example, with a safety gate at the stairs and all chemicals are out of reach. The childminder has a secure awareness of safeguarding children and is keen to update her training in child protection. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies, if the need arises. Most of the required records are in place and well maintained. However, the childminder is not maintaining a daily record of children's attendance and this breaches a specific legal requirement of the Early Years Foundation Stage framework. There are no concerns that she is exceeding her registered numbers.

The childminder demonstrates a strong ambition and drive for improvement. She is effective in recognising her strengths and areas for development. She takes on board advice and guidance from others to improve her practice. Recent changes include the introduction of reports on children's assessment and their identified next steps. She shares these with parents and welcomes their comments. However, she is not fully evaluating how well children are making progress to enable any gaps to be identified and narrowed.

Children confidently make easy choices about their play from the wide selection of resources that fully support their continuing learning and development. Some resources and activities are used to help children gain an awareness of diversity in the wider community. As a result, they learn to respect and value other people's differences. They get a lot of enjoyment out of activities planned by the childminder, such as painting and drawing. The childminder makes good use of recycled items for play or craft activities. Children benefit from some free choice between playing indoors or outside. The childminder is very involved with children's play, using these opportunities to extend their learning.

Partnerships with other providers of the Early Years Foundation Stage, where this is relevant for individual children, is satisfactory. The childminder communicates with other providers supporting children. However, the information shared is not used effectively to fully support children's achievements and well-being. Parents appreciate how their child is 'welcomed into the family environment', by the childminder who 'understands the needs of each child'. They receive information about their child's achievements and value the different activities organised by the childminder to stimulate the children. However, they are not fully engaged in supporting their child's learning and identified next steps at home. The childminder has a very highly positive relationship with parents and receives very encouraging comments and feedback.

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

The childminder is confident that children are making good progress towards the early learning goals. When children start, she completes a baseline assessment that gives a good overview of children's abilities and skills. From this the childminder plans their next steps, although these are not noted. Recently introduced assessment sheets give good detail about children's progress in the six areas of learning. However, with little indication of where children are in their development, in relation to their previous stage or age, it is difficult to fully evaluate the progress they are making.

The childminder's enthusiasm and attention promotes positive attitudes to learning. Children are suitably challenged by the learning experiences provided. Children play well either with others or independently, becoming active and curious learners. As a result, children are well equipped with the skills they need in order to secure their future learning. The childminder promotes children's language development by sharing books or through repeating words that children say. Children show great pleasure as they achieve something new, such as completing a slot puzzle. They enjoy creating pictures with paint, crayons and sticking pieces of shiny paper. Exploring corn-flour and water or natural items they find in the garden, helps develop their creative ability.

Children have innovative opportunities to engage in a wide range of physical activities. They play in the large garden, using trampolines, scooters, tricycles, stepping stones, and different play vehicles. They also visit the park everyday. Sports days, activity days and mini obstacle courses enable children to further challenge their physical skills while having plenty of fun. Children benefit from the nutritious home cooked meals and snacks. For example, they enjoy chicken and leek pie with curly kale and potatoes or a snack of fruit. The childminder finds ways to encourage children to enjoy more fruit and vegetables such as with a beetroot and chocolate cake. She ensures that young children have beakers with drinking water easily to hand. Children gain an exceptional understanding of the importance of following good personal hygiene routines from the excellent practices of the childminder. Children wash hands before and after eating, with paper towels used for hand drying to prevent cross contamination. The childminder washes young children's hands after nappy changes so it becomes routine when they are toilet training. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. The childminder supports children in learning to keep themselves safe. She involves them in safe road crossing when out and about and teaches them how to use scissors safely. Children practise fire drills although the younger children are not always included.

All children show an extremely strong sense of security and belonging. They benefit from excellent relationships with the childminder, her family and other children. All children are valued and their care needs are met extremely well. Good quality interaction and well organised routines help babies and very young children to become secure and confident. The childminder manages children's behaviour

very well and as a result it is excellent, for example, very young children happily share resources with other children.

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	3
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	1
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

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the early years section of the report (Records to be kept) 18/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the early years section of the report (Records to be kept). 18/11/2011