

Inspection report for early years provision

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Inspection date	18/11/2011
Inspector	Rosemary Beyer
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 lives with her partner in a modern first floor flat. She is registered to care for six children in total and may care for more when working with an assistant. She is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently 12 children are being cared for on a part time basis, one child is at school full-time.

Children have the use of two rooms within the flat, both of which have toys and equipment for their use. The home is within walking distance of shops, schools, playgroups and play areas. There is no outside play space at the premises. Children with English as an additional language and with additional needs are cared for. The childminder is qualified to National Vocational Qualification Level 3 in childcare and is 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 has a good knowledge of the children which she uses very effectively to meet their individual needs. They are making good progress in the safe and welcoming setting. She plans activities to support language development for those with English as an additional language. Exceptional partnerships with parents and others ensure information is regularly exchanged, and children's needs met. The childminder has a self-evaluation procedure in place, and has already made changes to improve her setting. She obtains parents' views about the service she provides to ensure it meets their needs and those of their children.

What steps need to be taken to improve provision further?

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

- continue to develop relationships with other carers to ensure continuity of care.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of safeguarding children procedures and is clear about her role and responsibilities. The premises are secure and only she and the assistant admit people to the premises, via a buzzer system. Risk assessments together with a good understanding of safety procedures and daily checks ensure the premises are safe and hygienic.

The childminder uses two rooms for play inside, with resources readily available for children to help themselves, and displays of work to show the wide variety of activities they access. There is no outdoor space available attached to the home,

but the children have daily fresh air and exercise in the local parks, going for walks or visiting places of interest in the community.

There is a strong commitment to inclusion, and all children are welcome in the childminder's home. Daily diaries, freely accessible progress files, newsletters and regular discussion keep parents extremely well informed and able to contribute to their children's learning. The planning and activity sheets enable them to develop activities at home to further support them.

Children with English as an additional language are given support to develop their communication skills, and are starting to speak English well. The childminder is trying to work with other settings, and verbally this is successful although the books she wishes to exchange with other providers have not been completed by them. She has good relationships with the school and through shared strategies they are working well together to support children with additional needs.

Self-evaluation is used to improve the quality of care. The childminder has involved her assistant and the parents in evaluating her practice, and has herself identified areas for improvement. She has rearranged resources to improve accessibility for the children and has plans in place for future training. She wishes to enhance the monitoring and assessment procedures to make them more effective and the assistant childminder is to attend first aid training. Parents have completed questionnaires in which they express gratitude for the care provided, and confidence that their children are safe and happy. They made no suggestions for improvement, just praise for the service they and their children receive. Those spoken to during the inspection agree the childminder provides excellent care tailored to their children's needs and they have no concerns, finding her very approachable and supportive.

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

Children are very settled and engaged in their play. They develop good relationships with the childminder and her assistant who are familiar with their needs and effectively provide emotional and practical support. Children receive praise and encouragement from the childminder to develop their social skills and good behaviour. Regular celebration of a variety of different festivals, such as Divali, Eid and Christmas, helps children to feel comfortable with different cultures and customs.

Children develop good communication skills as they spend much of the time playing and talking with the adults. They enjoy stories and listen quietly or participate enthusiastically where appropriate. Children who speak English as an additional language are making good progress in their speaking and listening skills. The children are able to make their views and wishes known, and happily chat to visitors.

The children enjoy using the resources available and are keen to go out into the community, they particularly enjoy watching and feeding the ducks and geese on

the river. They are intrigued by the way workmen put down new tarmac and then add the white and yellow lines. The childminder uses such experiences to promote road safety and highlight the danger of the nearby road. They are also developing an awareness of the needs of others through their charity day, and know some children go hungry or have no toys.

Children's creative development is fostered by using a range of materials and media such as playdough, pasta and mark making materials. They are allowed time to develop their own play and interests, for example one child was keen to role play at the hairdressers, pretending to wash the childminder's hair, then dry and brush it. The mirror showed the childminder how pretty it looked.

Children learn to stay safe through practising fire drills and understand the danger of fire and the need to be careful with fireworks. They use toys and equipment carefully as they know they can have accidents when playing if they are careless. They learn about healthy lifestyles including good hygiene practice, such as keeping their hands clean to remove germs. They have free access to drinking water and learn about the benefits of a healthy diet. They also know that fresh air and exercise help to keep them fit.

The childminder makes regular observations of children's play, assessing their progress towards the early learning goals and planning their next steps. The detailed development files with photographs, samples of work and observations show they are making good progress in all areas of learning. During everyday activities they learn to count and use mathematical language, while games and puzzles promote reasoning and problem solving. The childminder provides children with exciting opportunities to develop their own interests and they are enthusiastic learners.

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	1

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