

Inspection report for early years provision

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Inspection date	20/12/2011
Inspector	Janet Singleton
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 2011. She lives with her husband and three of their children aged nine, five and two years. The whole of the house is used for childminding, with the exception for the master bedroom. The garden is available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There is one child attending within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is promoted satisfactorily as the childminder recognises the uniqueness of each child and ensures their needs are routinely met. She supports them in making satisfactory progress in their learning and development although there are gaps in this process. The required policies and procedures for the safe and efficient management of the setting are in place and appropriately maintained. Children's individual needs are met through suitable partnership working with parents and others. The system for evaluating the quality of the provision is in its infancy.

What steps need to be taken to improve provision further?

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

- develop current systems used for planning, observation and assessment to ensure that you consistently identify children's learning priorities in order to provide children with appropriate challenges
- monitor children's progress against all six areas of learning to provide a rounded approach to their overall development
- develop further the procedures and systems for the evaluation of the childminding practice in order to monitor development and continue to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are satisfactory and the childminder is able to identify signs of abuse or neglect. The childminder has in place procedures to follow should she have any concerns and is confident of the action to take to

protect children. Through risk assessments and appropriate safety equipment, for example, smoke detectors and fire guards the home is safe for children to play and learn in. All required documentation for the safe and efficient management of the setting is in place. Space and resources are organised to allow children to make choices in their play regarding resources being in accessible, labelled storage containers.

The childminder has an adequate understanding of diversity and equality as she plans appropriately to meet children's individual needs. A basic range of resources is provided for children, for example, small world items reflecting disability and culture help children learn about diversity. Through her satisfactory understanding of the Early Years Foundation Stage the childminder is able to undertake meaningful observation and assessments of children and share these with parents. There are sufficient systems in place, such as daily discussions and the news from home sheets to develop a two-way flow of information with parents. The childminder works with parent on babies individual routines to provide a consistent approach to their overall care. Although there is no requirement at present, the childminder is fully aware of the need to link with other agencies where children attend other settings or have additional needs. The childminder has begun to develop her system for the evaluation of her setting, however, these are in their infancy. The childminder is committed to developing her practice and has begun to assess her observation and assessment procedures to improve outcomes for all children. She is mostly aware of her strengths and weaknesses and of the need to evaluate her provision to identify future plans for development.

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

The childminder's sound knowledge of the Early Years Foundation Stage means children are making satisfactory progress towards the early learning goals given their age, capability and starting points. The children's starting points are identified through the completion of the personal details and an 'All About Me' book with parents. Through the sensitive observation and assessment procedure the childminder is able to mostly identify the children's learning priorities. However, the identification of the children's learning priority is not consistent and it is unclear how they are used to inform future planning. The planning system is very informal and it is difficult to see how challenges for children are planned for. It is unclear how children's progress is tracked against all six areas of learning in order to provide a rounded approach to their overall development.

Babies feel safe and secure as their needs are identified at the settling-in process. This results in children having their individual needs met in regard to their sleeping and eating arrangements. Babies readily seek the reassurance of the childminder as they seek cuddles when tired, engaging in a warm and secure relationship. Children explore the paint as they as they make their marks and watch the paint spread using their hands, and brushes, to create their masterpieces. They enjoy sticking and gluing using tools for a purpose giggling as they get paper stuck on

their hands. They engage in role play pushing the pram as they take their dolls for a walk in the home. They chatter to themselves as they are beginning to practise and develop their language skills. They show a suitable level of interest as they play with the fire engine and truck, pushing it around the room making noises as they negotiate their pathways avoiding collisions with the furniture. They develop their physical skills as they go for walks to the park and play on the swings and large equipment as they benefit from the fresh and exercise.

Attendance at toddler groups mean children can make friends and learn to integrate with the other children. The childminder regularly uses praise and encouragement to foster babies' self-esteem and confidence. She manages younger children's behaviour consistently as she explains the rules and supports them in managing their own behaviour. This enables them in finding their own solutions as she distracts them onto other topics, remaining calm while reassuring and supporting them in their play.

There are appropriate arrangements to keep children healthy, for example, hygienic nappy changing procedures. The childminder washes her hands after nappy changing and the home is clean and well maintained. Although some parents provide their child's food, the childminder ensures all children are provided with healthy snacks consisting of crumpets, toast, yoghurt and fresh fruit. Drinks are made available and children access fresh fruit at all times, for example, a child reaches for a tangerine during play. The childminder implements satisfactory hand-washing procedures as she uses wipes to clean the children after messy activities and before eating their snack. The childminder promotes the children's safety as she uses reins when out walking and ensures children are fastened in the high chair for snack time. Children use the wheeled toys and outdoor resources in the rear garden as they access this area freely. They visit the library and local parks as they learn about the community in which they live. This approach provides for children's learning and development needs enabling them in becoming active and independent 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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