

Inspection report for early years provision

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Inspection date	09/01/2012
Inspector	Susan Marriott
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 was registered in 1998. She lives with her adult son in their house in Luton, Bedfordshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. 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.

This experienced childminder provides a welcoming and inclusive home environment for children. Children are busy and purposefully occupied and make satisfactory progress in their learning and development. Observation and assessment systems linked to the Early Years Foundation Stage are in place for most of the children in the early years age range. The childminder builds sound relationships with parents to underpin children's welfare. She reflects upon her daily practice and actively seeks feedback from parents to support continuous improvement.

What steps need to be taken to improve provision further?

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

- develop observational records for every child in the early years age range.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded by the childminder, who has relevant reference materials and a sound practical knowledge of local safeguarding procedures and related issues. Criminal Record Bureau checks for the childminder and other adults living in the household reassure parents and carers of her continuing suitability to care for children. The childminder provides a safe indoor and outdoor environment for children and basic written records of risk assessment are in place. Registers are maintained accurately, indicating children's arrival and departure times. The stair gates and fireguards ensure that children remain safe. Children are kept safe on outings because the childminder always ensures they hold onto the buggy and teaches road safety. All policies, procedures and child

records that are required for the safe and efficient management of the provision are maintained.

Children make satisfactory use of the space and resources available. The home is welcoming and resources are readily organised and generally accessible, enabling children to make independent choices about their play. Examples of children's work and bright posters adorn the walls to help them with their self-esteem and knowledge and understanding of the world. Children also learn about different cultures as they celebrate festivals, such as Chinese New Year by making dragon cards and tasting Chinese food, for example, noodles and prawn crackers. The childminder visits local 'stay and play' groups and takes part in activities with the children while they develop their social skills with others. The childminder's sound understanding of anti-discrimination means that she provides a service, which is inclusive for all children and their families. Children have access to a suitable range of resources and activities, which promotes a positive view of the wider world. The childminder has a written equal opportunities statement and she actively promotes positive images of other cultures, race and disability through the use of toys, books and planned activities.

The childminder has begun to use reflective practice to sustain a satisfactory level of continuous improvement. Since the last inspection, she has continued to make effective use of commercially available documentation to support her business and the needs of the children. She evaluates her provision for learning and development by watching each child's individual progress. The childminder has a suitable understanding of the importance of maintaining close links with other professionals involved with the children to promote consistent care. The childminder values daily conversations to ensure that appropriate information is shared with parents and has a suitable complaints system in place. Parents state that 'We are very happy with information about the service, which the childminder provides before the child starts...we feel more than welcome and there are no issues and no problems whatsoever. We have regular chats about what the children have done. Our childminder is wonderful'. Some of the children attend other settings and the childminder has started to make links with the provisions in order to create a consistent approach to their early education and overall care.

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

This friendly childminder is conscientious and confident in her childcare practice to promote positive outcomes for children. She uses her time effectively to ensure that she is able to cater for each individual child's needs with all aspects of care provided. This means that children are confident to initiate and extend their own play and learning. Children demonstrate that they feel safe and secure as they readily accept the visiting inspector and continue with their play. The childminder takes good care of children. She demonstrates an appropriate understanding of their needs and takes great care to find out the preferences of children, informally planning activities, which she feels they will enjoy. She capably guides the learning from child-led interests and play, sustaining competent levels of interaction with

the children, which develops positive attitudes to learning.

Planning is informal, flexible and the days are well-structured to suit the ages and stages of development of the children attending. The childminding setting offers an appropriate range of toys, games and equipment. Children have daily access to fresh air and exercise as they walk with the childminder and make very regular use of the park behind the house to develop their physical skills. Outings near to home include visits to museums. Children benefit from additional activities at various childminding groups where they can socialise with other children, expend their physical energies and enjoy messy art and craft activities. The childminder has begun to keep observational records of children's achievements and links these to the criteria in the Early Years Foundation Stage. The childminder knows that the children are progressing when they meet their milestones. For example, she is visibly delighted when young babies begin to take their first steps. However, planning, observations and next steps are not currently in place for every child in the early years age group.

The childminder communicates with children through play, drawing, reading or just talking. She offers cuddles and reassurance and if the child is unsettled, she maintains contact with parents and carers throughout the day. She offers a continuous commentary on the daily routine, including teaching about colours, numbers and shapes. For example, she encourages the children to count how many 'eggs' are in the frying pan. Children behave well in response to the clear boundaries set by the childminder and they know the house rules. Children are given healthy and nutritious food and appropriate measures are implemented to ensure individual health and dietary needs are met by the childminder. The children have a choice of fresh fruit and yoghurts at snack and lunch time. She encourages children to play with technological toys and put on their own coats and shoes as they develop skills for the future.

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

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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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