

Inspection report for early years provision

Unique reference number	EY429483
Inspection date	13/01/2012
Inspector	Bernadette Cooley

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 2011. She lives with her partner in Grantham, Lincolnshire. The whole of the ground floor and one bedroom of the childminder's property are used for childminding and there is a fully enclosed garden for outside play. There is stepped access to the premises. The family has one pet dog.

The childminder provides care on each weekday in term time and during school holidays. She is registered to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. The childminder is registered on the early years register and both the voluntary and compulsory parts of the Childcare Register. She currently minds five children, of these, three are in the early years age range. The childminder holds a relevant level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a strong setting and children are very happy and settled in the care of this newly registered childminder. The childminder is using her good knowledge of the Early Years Foundation Stage to provide a warm, inclusive and stimulating learning environment. Each child's individual welfare and learning needs are met ensuring that overall children make good progress in all areas of learning and development. The childminder is committed to delivering a high quality service. Some areas for development have already been identified which demonstrates a strong capacity to improve.

What steps need to be taken to improve provision further?

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

- develop self-evaluation to reflect on and further improve the organisation of the setting
- extend the range of opportunities for children to use information communication and technology to support their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because the childminder has a good understanding of her responsibility to protect children, and knows how to implement the local safeguarding procedures. She has completed a safeguarding course. Systems for the safe collection of children are robust. For example, a password system is used when an unfamiliar adult is due to collect a child. Children are further protected because equipment, such as child safety gates,

socket covers and drawer locks are in place and children are closely supervised at all times. The garden is secure and the childminder conducts a daily visual risk assessment indoors and out. Comprehensive policies underpin the childminder's practice and documentation which is required for the promotion of children's health, welfare and efficient management of the provision is in place. As a result, children are able to move freely and safely around the well-organised play areas.

Children are happy and settled in the childminder's care. There is a calm atmosphere and play space and resources are arranged suitably to meet the children's needs. There is much child-initiated play and the childminder spends dedicated time engaging actively with children to take their learning forward. The childminder ensures her practice is inclusive by adapting activities for children with different learning needs. This shows she has a good understanding of individual differences and how young children learn. Children are valued for their uniqueness and are fully included in the life of the setting. The childminder fully promotes equality and diversity through her practice and the range of opportunities on offer.

The childminder recognises the importance of continually improving her service and has started to reflect on her practice which has helped to identify areas for further improvement which will improve the outcomes for children. Her commitment to further training, and making the most of training opportunities that arise, shows the childminder is focused on providing a high quality service. She is therefore continually updating her practice and using newly acquired knowledge to plan interesting activities.

Parental partnership is strong. The childminder forms close working relationships with parents. Useful information exchanged at the start of a placement means that parents' wishes and children's individual needs are effectively met. Parents receive daily feedback and are kept regularly updated about their child's welfare and progress. For example, through daily diaries for babies, and through children's individual learning journals which are attractively presented. These journals contain photographs of activities and annotated samples of work. Partnerships with other professionals are well-developed and provide a network of support for children. This means that the individual needs of children are effectively identified and met. For example, the childminder belongs to a childminding group and enhances her provision with sessions provided by the local children's centre. As a result children benefit from small and larger group activities that develop social skills and awareness. This means that children are able to thrive and make good progress in their development.

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

Children are happy, relaxed and settled with the childminder. Their welfare, learning and development are well-promoted. The childminder is a warm, positive role model and encourages children to be polite and friendly. Her practice is inclusive and all children are able to participate fully in activities. For example, adapting a malleable play session to enable a baby to participate and observe older children playing. The childminder's interaction with young children is gentle

and sensitive to their needs. Due to her training and previous experience, she has a good understanding of early learning and this is reflected in the quality of the provision.

The resources provided are attractive, age-appropriate and well-maintained. There is a good balance of child-initiated and adult-led activities. Children begin to develop skills for the future as they have routine contact with good quality books and role play equipment. They are constantly supervised, yet are given good opportunities to explore, use tools and make discoveries for themselves through a range of sensory activities, such as corn flour play. As a result children are confident, and developing important social skills such as sharing and taking turns. Children have access to good quality books which show the diverse world around them. The childminder engages with children, actively promoting their communication and language skills to take their learning forward. The childminder provides learning opportunities for babies, such as materials which promote sensory exploration and encourages them to explore their immediate environment. She talks and responds to babies' vocalisation using her tone of voice and eye contact to good effect to develop early communication. Children's individual contributions are listened to and valued. Opportunities for counting arise from children's play and planned activities and the childminder uses songs, rhymes and finger play to reinforce these early skills. However, the range of opportunities for children to use information and communication technology to support their learning is more limited. Therefore, this area of learning is not as well-developed as it might be. The childminder is developing a good planning system, linked to the Early Years Foundation Stage. Observations and assessments are made of the children in her care which enable her to plan children's next steps in their learning. As a result children are making good progress towards the early learning goals.

Children have opportunities to be active and quiet within their routine. The childminder adapts routines to meet their individual needs and recognises when children are tired ensuring they can sleep peacefully and undisturbed. This means that children begin to understand the need for activity and rest as part of being healthy. Use of the garden is encouraged and trips to the local park are taken to extend opportunities for outside play. The fresh air and physical activity impacts positively on children's well-being. Children learn about being healthy through the hygiene routines the childminder has established and through sharing healthy snacks. Samples of snack and meal menus are shared with parents through the bright, attractive prospectus.

The childminder has clear rules and boundaries around behaviour and the use and care of resources which means that children understand what is expected of them. The childminder displays pictorial reminders of rules to help reinforce them at an age-appropriate level, having a positive impact on children's behaviour. Children are developing a sense of respect for themselves, a positive attitude to others, and an understanding of the diverse world around them. This is because the childminder promotes understanding of individual similarities and differences, using books, small world toys and other resources to good effect to support this. Trips into the local community are planned with other early years providers to further promote children's understanding of their diverse community. For example, taking

children to experience a Chinese meal as part of the celebrations for Chinese New Year.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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