

Inspection report for early years provision

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Inspection date	25/01/2012
Inspector	Zahida Hatia
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 2000. She lives in a four-bedroom, terrace property in a cul-de-sac in Tewkesbury, Gloucestershire. She shares her home with her husband and their adult son. The whole of the downstairs is used for childminding and there is an enclosed garden for outside play. The childminder has several pets including two dogs, one rabbit, two tortoises and an aviary of birds in the garden.

The childminder is registered to care for six children under eight years, of whom not more than three may be in the early years age group at any one time. She is currently minding two children under five years on a part-time basis. She supports children with special educational needs and/or disabilities.

Local amenities within walking distance include the town centre facilities, a park, a school, an early years centre and a toddler group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality and interests are respected and nurtured by the childminder which ensures they are valued and fully included. The childminder has a natural rapport with children and she supports their good progress through her experience and knowledge of their different stages of development. Children's welfare is well promoted and is underpinned by policies and procedures. Systems to record observations and assessments are being developed. Partnerships with parents are good as information is regularly shared so that they are fully involved in their children's day. The childminder has systems in place for monitoring her practice to maintain continuous improvement. The childminder has developed generally good links with most other early years settings.

What steps need to be taken to improve provision further?

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

- improve systems to consistently monitor children's development and next steps, through accurate record keeping, for example
- improve systems for sharing information about children's learning and development with all other practitioners children may attend.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of how to implement the procedures for child protection. She has a good awareness of her roles and responsibilities with regard safeguarding children. Checks have been completed on all adults within the childminder's home to ensure they are suitable to be in contact with children. Children are cared for in a safe and secure environment. Comprehensive records of risk assessments have been carried out on all areas of the property and a separate risk assessment is carried out for each type of outing. Fire prevention equipment is present and tested frequently. The fire drill is practised to ensure that the childminder and the children know what to do in the event of a fire or emergency. The childminder works to provide an enabling and inclusive environment and she makes parents and their children feel welcome. Her home is well organised with good access to resources that meet the needs of all children. The good range of play equipment is well maintained, suitable for the ages of all the children attending and offers an interesting variety.

The childminder works closely with parents, who are kept well informed about all aspects of their children's achievements and well-being. For example, the childminder gathers relevant information in order to meet children's welfare needs, such as children's starting points, diet and medical needs. Regular verbal feedback and daily diaries for younger children keeps parents up-to-date about their child's daily care. The childminder shares written observations with parents. She passes information about children's care needs to other providers of the Early Years Foundation Stage, where children attend more than one setting. The childminder has established good links with most other provisions children attend. She works with other professionals to support children with particular needs. This enables consistency in children's learning and development. She is yet to make contact with one other provision that a child has recently started attending.

Effective self-evaluation and monitoring, which takes into consideration the views of parents, enables the childminder to identify ways to bring about sustained improvement. For example, the childminder attends a good range of training to develop her knowledge and skills. She has close links with fellow childminders and welcomes advice and guidance from the local authority development worker which in turn helps to improve outcomes for children. The recommendations raised at the previous inspection have been successfully addressed. The childminder provides a service that is inclusive for all children and their families so ensuring children get the support they need to make good progress. She demonstrates a genuine commitment to inclusion, promoting equality and diversity in a way which is meaningful to the children. The childminder ensures children become aware of the diversity within their own community and the wider world. She demonstrates a strong understanding of how to implement additional support for children with special educational needs and/or disabilities. Consequently, inclusive practice is promoted.

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

The childminder has close and loving relationships with the minded children and they are clearly settled and confident in her care. She has a good knowledge of the learning and development requirements of the Early Years Foundation Stage which she uses well to guide her in assessing children's capabilities. This ensures that she offers each child an enjoyable and challenging experience across all areas of learning. Children benefit from a balanced range of adult-led and child-initiated activities. The childminder knows where children are in their development and plans for their next steps. She is beginning to complete written observations and assessments which include photographs and children's own creative work. However, these do not always identify links to the Early Learning Goals and children's next steps in learning are not consistently recorded.

The childminder provides good support for the development of children's language. She actively engages children in conversation and talks to them about what they are doing while they play. For example the childminder talks to the children about how many cars and how many trucks are on the floor and how many are left in the box. Children's literacy is further enhanced by opportunities to draw, write and make marks which are offered on a regular basis. This helps to promote children's pre-writing skills. Children learn about the world around them through regular visits and outings to the play park or the local shops. Younger children show their interest in more interactive toys, such as the musical play toys. Interesting activities keep the children motivated and involved and offer them lots of scope in which to have fun and enjoy themselves. For example, all children love to cook with the childminder. Younger children join in by mixing and stirring the ingredients together. Older children help to tidy up after cooking and are very enthusiastic in helping the childminder to do the washing up, taking turns to dry up and put away the equipment they used for cooking. Independence skills are well promoted as the children move around freely to select items to play with. Children develop skills of coordination and control as they play in the garden or visit the local park and soft play venues to play on larger equipment.

Children are very well behaved and respond to the childminder's praise and encouragement. They are very settled and content in the homely environment provided by the childminder. They happily ask her to play with them; she settles down to play with them on the floor helping to sort out the different types of vehicles and pretending with the children to be driving the cars up and down the length of the room. Children are actively encouraged to develop an understanding of how to stay safe. For example, they are taught not to climb on the furniture and to pick up toys when they have finished playing with them. On outings they learn about road safety when crossing roads. Although parents provide snacks and main meals the childminder ensures that she has plenty of fresh fruit for snack time including drinks which promote healthy eating. Information is shared with the parents on minimising cross infection when children are ill. The routines and facilities in place support good hygiene practices with the 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	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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