

Inspection report for early years provision

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Inspection date	08/02/2012
Inspector	Elisabeth Wright
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 1997. She lives with her husband and two adult children in the Broughton area of Brigg, North Lincolnshire. The childminder's home has steps to all entrances. The whole ground floor and the upstairs bathroom are used for the childminding. The family has four pet cats.

The childminder is registered to care for six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from the local school. She is a member of an approved childminding network and is registered to receive early education funding for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and happy, and consequently they make good progress in their learning and development. Exceptionally strong partnerships with parents and other carers ensure that children's individual needs are supported well. The homely environment is well resourced and welcoming, giving children a strong sense of security and well-being. However, planning is not yet fully developed to make secure links with children's identified learning aims. Rigorous self-evaluation enables the childminder to identify her strengths and weaknesses. This is highly effective in supporting the continuous improvement of her provision for the children.

What steps need to be taken to improve provision further?

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

- develop the planning of activities for each child from observations which have identified individual learning priorities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a secure understanding of child protection issues. She is vigilant in maintaining the safety of her home and garden with regular risk assessments and daily checks. This ensures that children can play and learn safely in her care. Space and resources are organised well and accessible to children; therefore they thrive, making good progress in all areas of development.

The childminder is highly committed to improving the service she offers to benefit

the children in her care. She makes excellent use of resources and support networks locally and has a strong commitment to training. The childminders conducts a rigorous self-evaluation of her provision that is beginning to be extremely effective in raising outcomes for children. Previous actions and recommendations have been addressed promptly and effectively. She includes the views of the children, parents and other professionals in the evaluation process, enabling her to form a comprehensive analysis of her strengths and weaknesses.

The highly effective partnerships she develops with parents and carers and with other settings enable her to provide effectively for the individual needs of the children in her care. Home link books and setting link books ensure that useful information is exchanged, and consequently children benefit from a balanced day and consistent care practice. Parents are fully informed of their child's progress and are involved in contributing to their development file with photographs and observations. The childminder provides parents with suggestions, enabling them to provide supporting activities in their own home. Activities are adapted with regard to the age and stage of development of individual children to ensure that all children are able to access them equally.

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

Children are settled and secure in the setting because the childminder develops strong relationships with parents, carers and other professionals. This enables her to meet their individual needs. They benefit from being able to move freely around in a safe environment. Therefore, they develop confidence and a sense of belonging that supports their learning and development well.

The childminder has an excellent understanding of how to promote children's health. She is very committed to the benefits of fresh air and physical exercise and how this benefits the ability to learn. An excellent range of resources in the garden make this an inviting and well-used area. Frequent visits to local parks provide greater physical challenge and opportunities for active learning. Healthy snacks and regular access to drinks support children's understanding of a healthy lifestyle, together with discussion and activities. The childminder works in partnership with parents to ensure that packed lunches provided are healthy and nutritious.

A wide range of accessible resources enable children to follow their own interests and ideas. Consequently, they enjoy their day and achieve well, developing good skills for the future. The childminder is aware of their next steps and interests through regular observations and skilfully extends these. For example, she has expanded the range of pens and pencils for a child who enjoys drawing, which has developed their interest in writing. However, the links between the next steps she identifies and planned activities are not robust. The childminder is aware of this and is developing her skills.

Children communicate well, expressing their needs and ideas, because the childminder engages with them and takes time to listen. Books are thoughtfully displayed at the youngest children's level, with colourful covers easily seen to

encourage their use. They have access to technology through the use of a computer and camera. A sense of time is developed as they look through their own files and enthusiastically remember what they were doing.

Highly effective strategies for managing behaviour ensure that children behave exceptionally well and develop good habits of listening to and respecting one another. Space is arranged to enable children to rest in the lounge or join in with active play in the kitchen. Children are therefore able to enjoy one another's company across a range of ages. They demonstrate an extremely strong sense of belonging, sharing ideas and making independent choices. Young children are able to play on their own, becoming totally absorbed in their task and confident to ask for help if they need it. A range of activities and resources develop a positive attitude to diversity.

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	1
The effectiveness of partnerships	1
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	1
The extent to which children make a positive contribution	1
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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