

## Inspection report for early years provision

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<b>Unique reference number</b>	260703
<b>Inspection date</b>	21/02/2012
<b>Inspector</b>	Diane Turner
<b>Type of setting</b>	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 has been registered since 2001. She lives with her husband and two children aged eight and four years in a semi-detached house on the outskirts of Scunthorpe in North Lincolnshire. All of the ground floor of the childminder's home is used for childminding purposes, with toilet facilities situated on this level. There is an enclosed garden for outdoor play to the rear of the premises. The family keep a dog, a hamster and a chinchilla as pets.

The childminder holds a relevant early years qualification at Level 3 and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children under eight years at any one time, of whom two may be in the early years age group. She is also registered to work with an assistant. There are currently six children on roll, of whom three are in the early years age range. Their attendance is a mix of full and part-time places.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a very welcoming and highly inclusive environment. Overall, the activities they are offered are planned effectively and thorough systems are in place to track their developmental progress. The attention given to engaging with parents is excellent which means information about children's individual needs and how these can be met is shared in a highly effective manner. Partnership working with other professionals involved in the children's care and learning is good overall. Systems for monitoring the quality of the service are well-established and regularly reflected on, promoting continuous improvement of a good standard.

## **What steps need to be taken to improve provision further?**

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

- develop further the links with other early years settings the children attend, to ensure effective continuity and progression in their learning and development is promoted through the sharing of relevant information
- develop further the planning of activities in the outdoor area to ensure best use is made of the learning opportunities it offers.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of her responsibility to safeguard children. She is confident in her ability to recognise the possible indicators of abuse or neglect and of the procedure she should follow for reporting any concerns to the relevant authorities. The childminder ensures her home is safe in all areas by undertaking thorough safety assessments and minimising any risks effectively. The assessments are reviewed regularly in line with children's developmental changes. The childminder has devised a clear set of policies and procedures that underpin the safe and efficient management of her setting and record keeping is of a very good standard.

The childminder organises her home very effectively providing a stimulating environment for children to play and learn. For example, a good range of toys and resources are presented at their level to enable them to make independent choices in their play. Photographs and examples of the children's art work are displayed which gives them a sense of belonging and shows their efforts are valued and appreciated. The childminder pays excellent attention to promoting equality and diversity. She has an in-depth knowledge of each child's personality, likes and dislikes and where they are in their learning. Children who may have special educational needs and/or disabilities are given excellent support and the collaborative working with other professionals involved in their care is very good. This ensures each child reaches their full potential given their age, ability and starting points. However, partnership working with other early years settings the children attend is not fully developed to ensure a cohesive approach to their learning.

The childminder is driven to providing good quality care for the children in her care and puts their happiness at the centre of everything she does. She uses self-evaluation very effectively to monitor and assess the quality of the service she offers and to identify areas for future improvement. For example, since her last inspection she has attended a good number of training courses, to develop her practice and has purchased specific resources in response to the children's interests. The childminder has clearly defined plans for the future. For example, she is working towards becoming accredited to enable her to provide funded nursery education, and plans are in place to provide a covered area in the garden so children can play out comfortably in all weathers. The childminder gives excellent attention to engaging with parents. Information they receive is of a very good quality and includes copies of all the policies and procedures which leave them in no doubt as to how the service operates. The childminder willingly accompanies parents to meetings with other professionals involved in the children's care which shows her unfailing support for them. Parents view their child's developmental record on a very regular basis, and they are keen to add their observations of the children's learning to this. This ensures the childminder is fully informed of the progress the children make in their home environment. Written testimonies show parents hold the childminder in the highest regard, stating that they would be lost without her and that she is a real part of their

extended family.

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

The childminder has a good understanding of the Early Years Foundation Stage and provides children with a good range of activities that overall cover all six areas of learning effectively. She skilfully interacts with the children as they play knowing intuitively when to sit back and let them explore for themselves and when to join in to extend their learning. For example, she enables them to build with bricks before encouraging them to name and match colours. The childminder makes the activities fun which means the children become fully engaged and motivated to learn. For example, they giggle with delight as they watch a balloon rise up in the air and watch in fascination as it clings to the ceiling. Their interest is promoted further as the childminder shows them how tying a toy to the string will keep it anchored to the floor. This promotes their understanding of cause and effect and how things work.

The childminder uses the information she gathers from her observations of the children's responses to the activities very well, maintaining a developmental record for each one. The record, which is used to meticulously track the children's progress and identify the next steps in their learning, also provides parents with a highly detailed memento of their children's formative years. The childminder develops close and loving relationships with the children and encourages them to follow safe and responsible practices. For example, she ensures they practise the evacuation procedures for the home on a regular basis to ensure they know what to do in the event of a fire or emergency. This promotes their emotional well-being and helps them to feel safe and at ease in their environment.

The children develop good habits as active, inquisitive and independent learners. For example, they initiate their own imaginative play as they use small world resources and use 'binoculars' made from recyclable items. They become fascinated by the texture and smell of materials, such as foam soap, scooping this up in their hands and clapping to make pretend snow. This effectively promotes their sense of exploration using a variety of senses. The children have good opportunities to follow a healthy lifestyle. For example, hand washing is promoted as part of their daily routines and they are offered healthy meals and snacks. They regularly visit a park and soft play centre and have opportunities to use resources, such as climbing equipment, a play house and wheeled toys in the garden. This ensures their physical development is supported well. However, the childminder does not always ensure all the other areas of learning are promoted fully in the garden, to compliment and extend the activities she offers the children indoors.

The childminder provides good opportunities for the children to learn about their local environment. She regularly takes them to the library and enables them to make friends at the local childminding and toddler groups. Photographs show them joining in with seasonal activities at a local garden centre and observing animals at a children's farm. The children are actively encouraged to learn about the wider

world and the cultures and beliefs of others. For example, through exploring dolls and paper dragons from China, and learning about Africa as they act-out stories, such as 'Handa's surprise'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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