

Inspection report for early years provision

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Inspection date	07/03/2012
Inspector	Hilary Tierney
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 registered in 2011. She lives with her young child in the Linden area of Gloucester. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The home is within walking distance of Linden Primary and Junior School, Pebbles Nursery and the Lighthouse Children's Centre.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. The childminder is able to provide overnight care for one child under eight years of age. She currently has four children on roll, three of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, caring environment where children may play safely and develop a sense of belonging. Children make good progress towards the early learning goals with most aspects of their learning and development. There is a good partnership with parents and regular information is shared between them. The childminder is well organised and detailed policies and procedures contribute to the smooth running of the setting, although not all procedures are currently fully implemented. The childminder evaluates her practice and has clearly identified areas to develop. She demonstrates a drive to improve and targets areas that will benefit the children in her care.

What steps need to be taken to improve provision further?

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

- review systems so that when evacuation drills are carried out all children are included and able to gain an understanding of the emergency procedures
- promote children's awareness of diversity more effectively to help them develop a positive attitude to disability, ethnicity, cultural and social diversity.

The effectiveness of leadership and management of the early years provision

There are clear safeguarding procedures in place to protect children and the childminder has a secure knowledge of what to do if she has any concerns about a child in her care. She obtains all necessary written parental permissions, sharing

any records of accidents and medication given to children with the relevant parents on the day. Children's safety is important to the childminder and she carries out detailed risk assessments, covering all aspects of the home, both inside and outside. Additionally, any outings with children are risk assessed well to help the childminder keep children safe when away from the home. The security of the premises is good and gates restrict unsupervised access to areas in the home. Although the childminder has a clear fire evacuation procedure and has practised this regularly, she has not yet included all the children she cares for to enable their understanding of what to do in an emergency.

Resources are readily accessible and in good condition. Children have easy access to a wide range of books. They freely choose what they would like to play with during the day. The childminder promotes equality and diversity satisfactorily. She provides an inclusive environment. She gets to know children's backgrounds and starting points through discussion with parents and initial observations. However, there are limited activities and opportunities for children to learn about diversity.

There is a good partnership with parents developing and the childminder regularly shares information with them. Daily diaries are in consistent use so that parents are informed about what their child has done during the day. The childminder shares her written policies and procedures with parents and responses from parental questionnaires help the childminder assess the care she is providing. Parents comment on how happy they are with the childminder's care and how well their children have settled with her. There are currently no children on roll who attend other settings or need support from other agencies; although the childminder is aware of the need to work in partnership with any other settings or professionals as the need arises.

This is the childminder's first inspection since registration. She successfully monitors and evaluates her practice, clearly identifying her strengths and areas to develop to improve outcomes for children. As a result, the childminder clearly demonstrates she has a good drive to maintain continuous improvement.

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

Children receive a lovely welcome as they come into the home and as a consequence, children feel safe, secure and comfortable in their surroundings. Children are happy and have settled well with the childminder and her family. They take part in a lovely range of activities that meet their individual needs well. Young children enjoy looking at books alone and together with the childminder. For example, when they all go outside to play, the childminder encourages children to choose the books they wish to look at with her. They all sit outside in the sunshine while the childminder reads to them. Young children are beginning to learn about sharing and taking turns through careful and sensitive guidance from the childminder. Children are encouraged to say 'please', and 'thank you' to each other. They understand about being kind to each other and when a child tries to get past another they say 'excuse me' with no prompting from the childminder.

The childminder has designed a cosy den, using a canopy, net curtains and cushions where children are able to spend a quiet restful time as they please.

Children are beginning to show a strong sense of belonging, developing their confidence and self-esteem as they start to form positive relationships with the childminder and each other. Children enjoy playing with bricks and building towers and sticking them together on a large board. The childminder encourages them to recognise the colours and shapes through open-ended questions. The childminder is calm and shows care towards the children. She shares her time well between them, interacting as appropriate. The childminder ensures the youngest children get the toys they require and are not left out of any activities. For example, when they go outside to play the childminder encourages the youngest children to crawl around and explore. Children are active, curious and inquisitive learners. They are very well equipped with the skills they need in order to secure future learning. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest.

Children are beginning to learn about healthy lifestyles; for example, they understand they need to wash their hands before meals and snacks. All children sit well at the table to eat snacks and meals. The childminder sits with them to help encourage good table manners. This is a social time and the childminder talks to the younger children about what they are going to do for the rest of the day. The childminder meets children's health, physical and dietary requirements well, enabling children to rest according to their individual needs.

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	3
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	3
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	3
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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