

Inspection report for early years provision

Unique reference number	405113
Inspection date	09/03/2012
Inspector	Diane Turner
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1984. She lives with her husband in a semi-detached house in Bottesford, a village on the outskirts of Scunthorpe in North Lincolnshire. All of the ground floor of the childminder's home is used by children with toilet facilities situated on this level. There is an enclosed garden for outdoor play to the rear of the premises. A cat, two dogs, a guinea pig and a rabbit are kept as pets.

The childminder has an 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. She is registered to care for five children under eight years at any one time, of whom three may be in the early years age group. There are currently five children on roll, of whom three are in the early years age group. They all attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming environment where they are valued as individuals. They are offered a broad range of activities both in the home and the local community which sustain their interest and promote most aspects of their learning very successfully. All documentation is maintained to a good standard and good partnership working is promoted with parents; ensuring effective channels of communication are maintained at all times. Well-established systems are in place to monitor the quality of the service and identify areas for future development which in turn promotes continuous improvement to a good standard and enhances the outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the opportunities for more able children to use information and communication technology.

The effectiveness of leadership and management of the early years provision

The childminder takes her responsibility to safeguard children very seriously. For example, through attending training she ensures she is confident in recognising the possible indicators of abuse or neglect and that she knows the procedure to follow, should she need to report any concerns. The childminder organises the space within her home very well and effectively minimises any potential risks to the children's safety which enables them to move about freely and independently. She has clear policies and procedures in place which are used to manage her

service efficiently.

The childminder provides children with a good range of toys and resources which are presented at their level to promote choice and independence. Recyclable materials, such as cardboard boxes are offered alongside manufactured items which the children delight in using in open-ended ways, such as constructing dens. The childminder is driven to providing good quality care for children and strives to continually improve her service. She uses self-evaluation effectively to reflect on her practice and prioritises areas for development. Since her last inspection the childminder has attended a range of short courses and has gained an early years qualification at level 3. This has enabled her to extend her knowledge of child development and ensure her practice is up to date. The childminder is currently working towards accreditation so she can offer funded nursery education for the children in her care, providing more choice for parents as to where they wish to access this.

The childminder promotes equality and diversity to a good standard. She knows all the children in her care very well and meets their individual needs successfully overall. Resources are readily available that promote positive images of diversity. For example, through stories, such as 'Handa's surprise' the children learn about the cultures and beliefs of others. Partnership working with other early years settings is good, with effective sharing of information promoting a cohesive approach to the children's care and learning. The childminder gives good attention to engaging with parents. They are fully informed about all aspects of the service because they are asked to read all the policies and procedures. Daily diaries and chats are used to inform them fully of their child's day. Parents regularly view their child's learning journey and their observations of the children's learning are added to the record. This ensures the childminder is fully aware of the progress the children make in their home environment. Parents' comments about the service are very positive, stating for example, that 'the childminder provides a loving and safe environment for their children'.

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

The childminder skilfully supports children's play and learning, engaging well with them on all levels and providing a good range of activities that capture their interest and support them in developing good skills for the future. The children have lots of opportunities to explore using a variety of senses. For example, they delight in trying to catch bubbles and watching them pop on the floor. They observe changes as they discover how their tubs of water containing glitter and pretend sea creatures have turned into ice in the freezer overnight. The children then delight in exploring the coldness of the ice and observing how this melts over time and releases the creatures. The childminder skilfully extends the children's learning as they play. For example, she provides items, such as pebbles so they can load these into their trucks and count how many they have used this enables them to play imaginatively and learn about mathematical concepts, such as space and simple calculation.

The childminder gives high priority to supporting children's personal, social and emotional development and to helping them make independent choices. For example, she asks them what they would like to eat for their snack. She develops close relationships with the children which helps them to feel safe and she encourages them to manage their own risks as they play. As a result, the children safely use the steps up to the slide and without prompting wipe up spills of water, explaining they need to do so to prevent slips and falls. The children learn to behave well because the childminder helps them to manage their emotions and she acknowledges their efforts and achievements with lots of praise. The childminder engages the children in lots of conversation to develop their listening and communication skills and provides good opportunities for them to look at books and listen to stories. The childminder has good systems in place to monitor the children's developmental progress and to identify any gaps in their learning. For example, she has identified that the opportunities for the more able children to learn about information and communication technology are limited. However, she has not addressed this.

The children have very good opportunities to enjoy fresh air and physical exercise and to extend their learning in the outdoor environment. For example, they visit a local country park to learn about bats and have free flow access to the well-resourced garden. The children delight in using equipment, such as a trampoline, demonstrating how the activity is helping them to develop good control of their bodies as they confidently perform star jumps. The children learn to manoeuvre wheeled toys and to use recyclable materials, such as large tubes to build and construct. Through first-hand experiences, such as growing their own fruit and vegetables the children learn about food sourcing and healthy eating. They develop good skills in managing their personal care learning the importance of hand washing before meal times. This is accompanied by a hand washing song to make the procedure fun.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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