

Inspection report for early years provision

Unique reference number	EY358035
Inspection date	12/03/2012
Inspector	Bernadette Cooley
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).

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 September 2007. She lives on a residential road in a village south of Lincoln with her husband, son aged 12 years and daughter aged nine years. Their home is within walking distance of the local park, shops and schools. The family have a pet cat. Minded children use the ground floor of the house. There is a fully enclosed garden for outside play.

The childminder is registered to care for six children under eight years old at any one time, of whom no more than three may be in the early years age range. She currently has 16 children on roll who attend part-time, of whom four are in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She 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 enjoy their time in this warm and enabling home environment. They experience a broad range of activities which encourages them to develop their individual interests and skills in all areas of learning. The childminder has a strong awareness of how to nurture and meet individual needs which means children make good progress in all areas of learning and development. Relationships with parents are strong and supportive and the childminder involves them in every aspect of their children's care and learning. All documentation is in place, including risk assessments, although regular fire drills are not carried out. The childminder shows enthusiasm and passion for her role and has a strong capacity for continuous development, but the wider processes of self-evaluation are not yet fully embedded.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record details of any problems encountered and how they were resolved
- continue to develop self-evaluation procedures.

The effectiveness of leadership and management of the early years provision

The childminder has a clear safeguarding policy which is made available to all parents which informs them of her role and responsibilities in reporting concerns. She has undergone relevant training and demonstrates a strong awareness of the action she would take if she was concerned about a child in her care. All adults are suitably vetted. Risk assessments are in place which minimise any hazards with

which a child may come into contact. However, although there is an effective fire evacuation policy, regular drills are not carried out and recorded consistently which means children's welfare is not yet being fully protected. The childminder supervises the children with care at all times whilst playing in a safe and secure home environment. This means children move safely around the play areas.

The childminder organises space effectively to provide the children with a good range of opportunities using a variety of play activities and experiences. The well-equipped playroom leads from the kitchen area and provides a large variety of good quality age-appropriate resources. Children are encouraged to self-select their play items enabling a high level of independence and self-reliance. This impacts positively on their confidence and self-esteem. The broad variety of resources encourages all areas of learning and development well, and the childminder enthusiastically joins in the children's play to take their learning forward. Children are valued for their uniqueness and are fully included in the life of the setting. They are warmly welcomed into the childminder's home and are naturally learning to respect and value differences, through her positive attitude and the resources and activities she provides.

Relationships with parents are strong. Parents speak very highly of the quality of the service offered, and the care and support the childminder provides to the whole family. Policies, procedures and planning are shared with parents. This helps to ensure the efficient and safe management of the service. Information about children's well-being and progress is shared informally on a daily basis, and parents are encouraged to contribute to the children's learning journals. The journals include information about activities, achievements and the progress children are making towards the early learning goals.

The childminder has high expectations for the service that she provides. She reflects knowledgeably on her practice and accurately identifies aspects for further development. She is developing her use of self-evaluation procedures to improve outcomes for children further. However, the wider processes of self-evaluation, such as monitoring targets for improvement and involving all the setting users, are not yet fully embedded. She keeps her knowledge and skills updated through training opportunities. This includes undertaking several training events a year relevant to her role. The childminder works to establish partnership with other providers. She also keeps abreast of developments in childcare by regularly sharing ideas and practice with other providers, and by researching ideas herself. This is very good practice. It impacts positively on outcomes for children as the childminder uses the new ideas she has acquired to enhance her provision.

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

Children benefit from an enabling learning environment where a good range of activities are offered to stimulate and challenge. Strong relationships have been established with the childminder who knows the children in her care well. She is skilled at encouraging children to think about what they are doing by chatting to

them as they concentrate on the task in hand. The childminder skilfully encourages children, taking account of their abilities and sensitively intervening when required. She shows a high level of enthusiasm and interest in what children say and do, valuing them as individuals, and this helps them to feel secure and develop a sense of belonging.

There are plenty of resources which are attractive and well maintained. The childminder introduces ideas which extend children's knowledge and skills. For example, when playing with small world toys the childminder suggests ways of extending the play by introducing bricks and diggers. The childminder teaches children to take acceptable risks, allowing them to try things for themselves in a safe and secure environment. For example, children use their bodies to play a stepping stones game with cushions and the childminder extends the children's learning by encouraging them to try to balance with their arms stretched out. She offers meaningful praise that encourages individual children. Self-esteem is fostered as children are encouraged to develop their independence and feel proud of their achievements. Children sort, count and match as they play games together, build with construction toys and complete puzzles. Early information and communication technology skills are developed through using interactive toys. Children develop very good early literacy skills because the childminder ensures they have lots of high quality experiences to promote these skills. For example, children have access to a wide range of good quality books and are enthusiastic about listening to familiar stories and talking about what comes next. The childminder takes children to a variety of groups which means they have opportunities to develop social skills in a larger group setting. Planning is strong and is linked to the Early Years Foundation Stage. Children's progress towards the early learning goals is good and observations and assessments are used to identify clear learning priorities.

Children are developing an good understanding of healthy lifestyles. They develop a high level of awareness of healthy routines such as hand-washing which help to prevent the spread of germs. Meal and snack times are social, happy occasions where the children sit together at the table to enjoy their food. This also enables the younger children to learn from their older playmates as they chat about experiences and activities. Children have a responsible attitude to safety. For example, even the youngest children help to pick up items to prevent tripping as they help to tidy away.

Children's behaviour is very good in this setting. They concentrate well at their self-chosen activities and they are encouraged to share and take turns appropriately. Children's understanding of diversity is promoted through the childminder's positive attitudes and there are a good range of resources and books which help support this.

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
--	-----