

Inspection report for early years provision

Unique reference number	EY363974
Inspection date	26/03/2012
Inspector	Kelly Eyre
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 was registered in 2007. She lives with her husband and three children aged three, five and eight in Sandy, Bedfordshire. The whole of the ground floor of the property, apart from one room, is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two guinea pigs.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder utilises effective assessment and planning procedures, enabling her to support children in making satisfactory progress in their learning and development. She evaluates her work, making changes to address any weaknesses and thus demonstrates an effective capacity to continue to improve the outcomes for children. Required documentation and procedures are in place but some are not yet fully developed. The childminder's appropriate partnerships with parents mean that she is able to exchange information and obtain a clear understanding of each child's needs. This enables her to ensure that children's individual needs are met and they are included in activities and daily routines.

What steps need to be taken to improve provision further?

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

- develop further the assessment and planning procedures in order to plan and update the next steps in a child's developmental progress and regularly review this approach
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- provide further opportunities for children to increase their awareness of their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the childminder has attended additional training and has a clear understanding of her responsibilities relating to safeguarding children. This is supported by an appropriate written procedure, enabling her to identify children at risk and take necessary action. The childminder ensures that all household members have undergone relevant suitability checks, further promoting children's welfare. Clear risk assessments help to ensure that children's safety is considered in all areas. Ongoing explanations from the childminder help build children's understanding of safety issues. For example, they learn how to use static play equipment safely.

The childminder demonstrates a commitment to making changes to her work that will improve the outcomes for children. She informally evaluates her practice in order to identify strengths and weaknesses, introducing changes to address these. For example, recent changes include the introduction of written assessments of children's progress, enabling the childminder to plan appropriate activities to promote their individual development. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of any changes made. Children's learning and development are supported because the childminder makes effective use of resources. For example, she uses community facilities, such as local parks and a toddler group, in order to offer children additional experiences.

Appropriate policies support the childminder in maintaining an inclusive service. For example, she has procedures to ensure that she gathers relevant information about each child's needs. She is therefore able to offer them appropriate support to enable them to make sound progress in their learning and development. The childminder builds effective partnerships with parents, ensuring that children's care is consistent. Daily discussions mean that parents are appropriately informed of their children's activities and progress. Consistency of care is further promoted as the childminder has a clear understanding of the importance of working with other professionals. For example, she has adequate procedures in place to exchange information with the local pre-school. The childminder does not currently care for children who have special educational needs and/or disabilities. However, she understands the importance of working with outside agencies to ensure that children's needs are met effectively.

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

The childminder's sound understanding of the Early Years Foundation Stage enables her to support children in making satisfactory progress in their learning. She observes children as they play, assessing some of this information in order to inform activity planning and thus provide activities that support children's development. However, this is not fully promoted because the assessment and planning procedures do not show how children's next developmental steps are

consistently updated and fed into the overall planning. The childminder ensures that her home is safe and children's behaviour demonstrates that they feel safe and secure with her. For example, they move happily around the home, making independent choices about their toys and resources. They are therefore starting to take an active role in their learning and are developing positive attitudes to this.

Children's development is promoted as the childminder joins in with their play and extends this appropriately. For example, young children have time to explore a toy roundabout before the childminder demonstrates how to turn the handle to make the roundabout move. Children are encouraged to explore and experiment. For example, during cooking activities they note how the appearance of the ingredients changes during mixing and after cooking. The thoughtful provision of resources helps extend children's learning. For example, children enjoy using a magnetic sketch board, thus developing their mark-making and early writing skills.

Children's learning is extended as the childminder makes some use of incidental learning opportunities. For example, children posting shapes through a shape sorter are encouraged to name the colours as they post them. The childminder also uses children's interests to help promote their learning. For example, after noting that young children enjoy playing with bricks, the childminder extends this by providing a wider range of bricks to explore and encouraging the children to build towers, count the bricks and to bang the bricks together to make a beat, playing the xylophone in time to this.

Children gain skills for the future and increase their knowledge of the uses of information and communication technology as they access an appropriate range of resources. For example, young children use interactive toys, a cash register and telephones. Effective daily practice and ongoing discussions enable children to gain a sound understanding of healthy lifestyles. For example, they wash their hands before eating, discussing the importance of washing the germs away.

Children's emotional development is promoted as they develop appropriate relationships with the childminder and other children. The childminder encourages them to share and to respect the feelings of others, thus developing their awareness of appropriate behaviour. Children's understanding of diversity is developing as they participate in discussions and access relevant resources. For example, they discuss the traditions associated with Chinese New Year. However, their wider awareness of their own cultures and beliefs and those of other people is not extended and fully promoted. The childminder's effective partnerships with parents enable her to gather relevant information in order to support children who have special educational needs and/or disabilities and those who speak English as an additional language.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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
--	-----