

Inspection report for early years provision

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Inspection date	02/04/2012
Inspector	Angela Cole
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.

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Description of the childminding

The childminder registered in 1994. She lives with her husband and adult daughter in Lydney, near Gloucester. Areas of the ground floor of the home are used for childminding, including the playroom. Children have access to an enclosed patio area for outside play. The home is in walking distance of a library and parks. The childminder takes and collects children from a local school.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight years of age; of these, three may be in the early years age range. She has 17 children currently on roll attending part-time, including seven in the early years age group. She is an accredited childminder and provides free early years education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nurturing and inclusive environment where the childminder successfully promotes all aspects of their safety and welfare. The strong relationships forged with parents and others underpin the effective meeting of children's individual needs. Children make good, and sometimes very good progress in their learning and, overall, benefit from access to a wealth of quality resources. The childminder is well organised and all required documentation is in place and consistently used to support children's well-being. She evaluates her practice effectively and demonstrates good capacity to continuously improve her provision 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 range of accessible natural materials for children to arrange, compare and order

The effectiveness of leadership and management of the early years provision

Children play in a welcoming, safe environment where the childminder gives good emphasis to promoting their health, safety and well-being. The childminder

effectively understands the importance of safeguarding children. She attends a variety of training to keep her knowledge of child protection issues up to date. As a result, she has a robust understanding of procedures to follow up any concern about a child. Risk assessment of the premises and outings is robust and supports the childminder's vigilance and competent knowledge of hazards. The childminder has detailed record keeping and written policies so that she implements procedures to support children's welfare well.

The committed and well-motivated childminder is realistic about the quality of her provision through her work under a childminding network. She is clear about her key strengths and identifies areas for development that will encourage a responsive service and increase positive outcomes for children. These include embedding the systems for assessment and fully involving all parents in their children's learning journey. The childminder skilfully evaluates and reflects on her practice, using feedback from parents and children to promptly identify and address any issues. She has thoroughly addressed the points for development from the last inspection. As a result, provision for children's safeguarding in a suitable environment has significantly improved. Also, support for children's learning, through monitoring of observational assessment and consultation with other settings that children attend, has markedly developed. Her enthusiasm to attend additional training effectively supports the childminder's dedication to children. She effectively uses these training experiences, such as inclusion and early support, to promote and extend children's learning.

Recent reorganisation of the dedicated playroom and low-level storage of toys and equipment has had a significant, positive impact on children's ability to make choices. Children have increased play space with natural light and age-appropriate resources are well organised and easily accessible. Play with many toys reflecting different people and introducing foods from abroad effectively help to increase children's awareness of diversity in the wider world. The childminder has good knowledge of each child's background and needs through settling-in sessions and detailed discussions with parents. As a result, she takes good account of parents' wishes and enables them to take an active part in the decision-making about their child's care and development. She uses daily diaries effectively to promote a two-way exchange of information and to obtain feedback from parents about children's learning at home. Sharing of children's individual learning journeys, made attractive with photographs, ensures parents are well informed and able to contribute to their children's learning. The childminder works effectively to liaise closely with other professionals delivering the Early Years Foundation Stage. This includes visits from children's key person to the childminder's home or the exchange of written information about children's progress. This strongly supports consistency in children's learning.

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

The childminder demonstrates a thorough knowledge of the Early Years Foundation Stage framework. She is resourceful and creative in her ideas and use of resources to instinctively challenge and develop children's play ideas and learning. She bases her strong ethos on developing children's learning through individually chosen play and well-planned, fun activities. This means that she supports children skilfully and they benefit from positive experiences to progress towards the early learning goals. As a result, children are happy and content as they eagerly engage in activities to concentrate for long periods of time.

Children make good, and sometimes excellent, progress in all areas of their learning. This is because the childminder has a clear knowledge of their starting points, gained through discussion with parents and her observation. Children enjoy activities and experiences that meet their needs and encourage the development of good skills for the future. Interesting conversations about their chosen play and favourite books increases children's confidence in rhymes and use of different words. The childminder's use of many puppets to illustrate songs fascinates young children so they eagerly join in and learn the actions. Plentiful opportunities, such as drawing and making patterns with chinks, help children to gain early writing skills in enjoyable ways. Activities support children's problem solving, reasoning and numeracy skills well, including completing jigsaw puzzles, helping to make dough and recognising numbers on toys. Children access some natural materials indoors, including wooden play equipment. However, the childminder does not extend the use of natural materials to increase opportunities for children to arrange, compare and order. Young children eagerly explore varied technology, using a battery pencil sharpener and a computer with a child-friendly keyboard.

Babies and children enjoy role play, confidently copying what adults do and expressing their creativity through a variety of craft activities. Babies investigate the contents of a 'treasure' basket. Children have frequent opportunities to explore the local environment, including the library and a supermarket. They have free access to the patio to explore sand or water, use rockers, ride wheeled toys and play ball games. Visits to nearby parks enable them to use larger play equipment and develop more physical skills.

Children feel safe in the childminder's care. Babies settle immediately and toddlers seek her out for reassurance when needed. Young children receive reminders with clear explanations so they learn how to keep themselves safe as they play. For example, children know to sit to drink from accessible beakers and regularly practise what to do in emergency situations, such as a fire. They develop a good understanding of how to lead a healthy lifestyle as they play at creating healthy 'sandwiches' and implement good hygiene practices. They routinely walk to school and play energetically at local parks. Healthy choices, such as different fruits, are made for snacks and contribute to their well-balanced diet.

Children respond well to the clear boundaries set for them. Their behaviour is

consistently good as the childminder has high expectations and sets a good example herself, so they learn to be well mannered. They are considerate towards each other as, for example, they offer drawing tools to very young children to include them in their activities. Children enjoy making positive choices about their play as the childminder takes time to listen to their ideas and develop their interests.

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
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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	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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