

Inspection report for early years provision

Unique reference number	EY349940
Inspection date	03/05/2012
Inspector	Loraine Wardlaw
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 2007. She lives with her school aged child in a semi-detached house in Ash Vale. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities available on this floor. Provision for children to sleep is available on the first floor. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for five children under eight years, no more than three of whom may be in the early years age range. The childminder is currently caring for five early years children part-time. The childminder holds a level 3 National Vocational Qualification in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive warm, welcoming care from the competent childminder in her safe and nurturing home. Their individual needs are met well, because the childminder tunes in successfully to each unique child. Overall, children enjoy a variety of play activities and good support from the childminder, which aids their developmental progress. A key strength of the provision is the highly enabling and child-friendly play environment that is on offer each day. Regular self-evaluation by the childminder ensures that priorities for improvement are identified and acted upon, with positive results for children.

What steps need to be taken to improve provision further?

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

- give children daily opportunities to share and enjoy rhymes, music and songs, linking language and physical movement.

The effectiveness of leadership and management of the early years provision

The organised and efficient childminder has a comprehensive awareness of safeguarding issues. She is well-qualified and trained in child protection; she demonstrates a very secure knowledge of what to do if she is concerned about a child. The childminder is extremely vigilant with regard to safety matters. She conducts very good risk assessments on her home and garden and takes action to

ensure hazards are minimised. For example, she puts stickers on low windows to enable children to see the glass. The deployment of the childminders play resources and the patience, time and attention children receive from her is exemplary. Children enter a bright, colourful, designated playroom and conservatory, where their toy resources and child-sized furniture are easily accessible to them. Exceptional attention to detail by the childminder means that children can view their own art work on display. They can interact with and talk about posters depicting the world and the local village in which they live. Documentation is up-to-date and organised extremely well.

The childminder demonstrates a good attitude to inclusion and promoting equality and diversity in her everyday practice. She values and upholds differences, which means that children have a positive sense of identity and self worth. The capable and keen childminder strives to offer a first class service which is evident in her day to day practice. She has completed an accurate Ofsted self-evaluation and has personal goals which include further training and engaging parents more in children's learning. The childminder builds very effective relationships with parents who write very positively and knowingly about the setting. They enthuse about her high standards of care and clear channels of communication. The childminder liaises professionally and collaboratively with the local school and the local authority to ensure children's needs are met.

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

The childminder builds a very strong and trusting relationship with young children; it enables them have a high sense of security and feel safe. This is facilitated by the high quality adult interaction and excellent organisation of routines. For example, toddlers swiftly go off to sleep after lunch in their designated cots upstairs. The naturally skilled childminder is in tune with children's needs and interacts with them purposefully and sensitively to promote their learning and to support the good care she offers. For example, she plays on the floor with toddlers, talking to them all the time to promote their communication and social skills. Toddlers are learning well because the childminder role models good practice, such as introducing mathematical vocabulary, and provides activities across all learning areas. For example, children have fun exploring the paint with paint brushes and wellington boots, sat safely at the table in a toddler seat, with their aprons on. They are keen and eager to share books with the childminder, sitting cosily together in the play room. Children demonstrate their future skills while looking and listening to the childminder; they spontaneously name colours and count pictures in their own individual way. The childminder has a successful observational assessment system in place, which enables her to plan children's next learning steps. Although music and the singing of rhymes takes place each week, there is less emphasis on this during children's routines and spontaneous play each day.

Children enjoy moving around on wheeled toys indoors to develop their physical and co-ordination skills. The childminder makes good use of her garden; even on

wet days children play outdoors in wet weather clothing. They have fun collecting and talking about the hailstones that have just fallen from the clouds. Children enjoy regular access to their drinks when thirsty and have a healthy lunch provided by their parents. The childminder is very in tune with their health needs. Toddlers learn good hygiene routines. They wash their hands before they eat and dry their hands on their own coloured towel. Children behave very well and are learning their behavioural boundaries by the consistent and positive approach from the childminder. Children learn about different cultural celebrations. For example, they make paper dragons during Chinese New Year. The childminder ensures children can play with a range of resources which depict positive differences amongst people.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
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
--	-----