

Inspection report for early years provision

Unique reference number	EY437895
Inspection date	23/05/2012
Inspector	Karen Millerchip

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 was registered in 2011. She works with another registered childminder and minds from her co-minder's house. The co-minder's husband and their 23-month-old child live at the property. The ground floor of the house and the upstairs bathroom are registered for childminding. There is a fully enclosed garden for outside play. The family has one pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for five children aged under eight years at any one time and of these, three may be in the early years age group. When working with another childminder they may care for eight children under eight years of whom no more than five may be in the early years age range. Currently, two children in the early years age range attend on a part-time basis. The childminder is able to walk children to and from the local school and pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing her knowledge of the Early Years Foundation Stage and provides a balanced range of activities that means children make satisfactory progress in their learning and development. Supportive relationships have developed as the childminder and her co-minder know the children well and provide for their individual needs. The childminder fully understands the content of policies and documentation and shares this information with parents. Daily risk assessment ensures children can play in a safe, supportive environment. Self-evaluation systems are in the early stage but the childminder and her co-minder have started to identify areas for development and show a satisfactory capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop further the evaluation systems to gain the views of others and to ensure that the quality of children's learning, development and care continues to improve
- develop further the links between observation and assessment, to identify individual children's next steps of development.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the childminder demonstrates a suitable knowledge and understanding of all types of abuse and is aware of reporting procedures to follow should she have any concerns about a child in her care. All adults living and working on the premises have undertaken appropriate checks to confirm their suitability to come into contact with minded children. A safeguarding policy is in place which is given to parents as they start with the childminder. A visual risk assessment of the house and the garden is carried out before children arrive to ensure they can explore and investigate in safety. Children's safety is further promoted as written risk assessments include outings and walks in the local community.

The presentation of toys and resources allows for some free choice by the children. A selection of toys are presented for play prior to the arrival of the children and include their favourites, such as sand and water in the garden and colouring activities in the house. Children confidently request alternative resources and the childminder supports them in their choices. The children are beginning to learn about differences in each other and other people in society as they access a sufficient range of learning opportunities and toys. The childminder and her co-minder know the children well and children are confident to go to the childminder for comfort and re-assurance. Children benefit from individual support and praise as the childminder is attentive and interested in their play.

Partnerships with parents are good. The childminder takes responsibility for developing sound information about the management of the setting, policies and procedures and the record of children's development. Parents are informed through a variety of methods about their children's daily experiences with the childminder. For example, information is shared through verbal communication, daily diaries, learning journals and individual review meetings. Parents are also encouraged to contribute to the daily diary to share their knowledge of their children's ongoing progress. This ensures parents feel valued and included in their children's care and learning. A parent interviewed during the inspection was very pleased with the support she had received to improve her child's independence in her personal care. The childminder and her co-minder understand the importance of sharing information with other providers of the Early Years Foundation Stage and in supporting children who attend dual providers. Daily conversations with school teachers help to promote continuity of care and learning and plans to support a child's transition into nursery are in place.

The childminder is keen to develop her knowledge and understanding of the Early Years Foundation Stage and has attended training sessions that support her practice in areas, such as first aid, safeguarding and food hygiene. Although the systems for self-evaluation are new the childminder and her co-minder have already identified achievable areas for development that will improve the quality of the service provided to children and parents. However, they do not currently gain the views of others to influence their practice. Future plans include re-organising the storage of toys and resources to enable children to make free choices at all

times.

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

Children are happy and settled in the child-friendly environment. The childminder is developing her knowledge of the Early Years Foundation Stage and children make satisfactory progress towards the early learning goals. Planning is flexible to meet the individual needs and interests of the children and generally links to the areas of learning. Observations are carried out by both childminders and show children's current stage of development. However, as the systems for observation and assessment are new, children's next stage in development is not yet identified and this could hinder children's progress. Learning journals are being developed and show the different experiences the children are enjoying. They include photographs, children's art work and observations and are shared with parents to keep them informed of their child's progress.

Children behave well as the childminder is calm and consistent in her methods to encourage good behaviour and manners. Strategies for encouraging positive behaviour include individual praise and support and the use of stickers, which the children wear with pride. Children follow familiar daily routines which helps them to settle and develop confidence. They have regular opportunities to practise the emergency evacuation drill which ensures they know how to keep themselves safe in the event of an emergency. Children's health is appropriately supported as they receive nutritional snacks and drinks and there are suitable systems in place for handwashing and nappy changing that minimise the risk of cross infection. They have regular opportunities for outdoor play and the childminder talks to them about keeping their body healthy as they exercise. The childminder has a current first aid certificate and is confident in dealing with any accidents.

The garden is set out with a good variety of resources and children enjoy mixing the sand and water together and experimenting to determine which objects sink or float. Children enjoy easy access to books that are appropriate for their different stages of development. They confidently choose their favourite and the childminder helps them re-tell the story. They are encouraged to recognise colour, shape and number as they look at books and during daily activities. Musical activity centres and electronic toys encourage children to explore the use of switches and buttons to activate sound and lights. Children have good opportunities to practise mark making with paint, crayons and chalks. They create pictures and one child stated 'she will take it home for mummy and daddy'. Children's artwork is displayed in the home and this promotes children's sense of belonging and confidence.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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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

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