

Inspection report for early years provision

Unique reference number	101349
Inspection date	23/05/2012
Inspector	Jenny Read

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 1997 and lives with two of her children in the north Cotswold town of Moreton-in-the-Marsh. The whole of the house is available for the childminding with the main care taking place downstairs. Two upstairs bedrooms are available for sleeping. Children have access to an enclosed rear garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone, she may care for six children under eight years at any one time; of these, three may in the early years age group. When working with her assistant, they may care for six children, all of whom may be in the early years age group. The childminder currently cares for nine children in the early years age group on a full and part-time basis, all year round. She provides before and/or after school care for two children in the later years age group during school term times and school holiday periods.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled because their needs are well met and adequate safeguarding arrangements help keep them safe. Children make sound progress in their learning, though opportunities for them to become independent, active learners indoors and outdoors are inconsistent. The childminder is developing observation, assessment and planning systems though they are not yet fully established. The childminder has a sound capacity to maintain continuous improvement. She demonstrates adequate understanding of the strengths and weaknesses of the provision, though her self-evaluation is not thorough.

What steps need to be taken to improve provision further?

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

- increase the opportunities for children to develop their independence, for example, by letting them choose when to play outdoors or practise new skills for themselves
- develop the observation and assessments to identify clearly children's individual next steps across the six areas of learning to help inform future planning to ensure activities are purposeful and provide effective challenge
- develop the methods to monitor and evaluate the quality of provision more effectively; ensure target setting is realistic, challenging and based on robust evidence tackling key areas of weakness and building on areas of strength.

The effectiveness of leadership and management of the early years provision

Children benefit from a comfortable, relaxed and homely environment to play and learn. Welcoming displays of children's pictures decorate the walls, valuing their achievements and promoting their integration and sense of belonging. The premises are secure and children move between the different rooms confidently to access a number of suitable resources set out by the childminder and assistant. Children enjoy some outside play during fine weather. However, their frequent requests to play in the garden and to play with sand and water are often refused until set times when all children go outside. This limits children's choices and reduces the opportunities available for those children who prefer to do their learning outside. Suitable safeguarding arrangements promote children's health, safety and welfare appropriately. The childminder and assistant demonstrate adequate knowledge of child protection issues and the procedures to follow with any child welfare concerns. Play areas for children are safe because the childminder and her assistant are vigilant and safety aware. The childminder maintains suitable risk assessments and implements daily visual checks before children arrive.

Children's information and records are stored securely to maintain confidentiality. The childminder adequately promotes equality and diversity and outcomes for individual children are improving. She has secure knowledge of each child's background and works well with parents and other health care professionals. This enables the childminder to provide appropriate, tailored support to integrate and meet children's specific health care needs. Books, puzzles and other resources that depict positive images of diversity help children begin to gain understanding about the wider world. The childminder is beginning to develop systems to monitor and evaluate the quality of the provision. However, she has yet to review her practice thoroughly to identify clearly the strengths and key areas for development. Addressing recommendations from the last inspection has improved children's access to drinking water and information given to parents about the setting. This demonstrates the childminder's ability to secure some improvements.

The childminder maintains suitable links with other settings children attend. There is a regular two-way flow of information relating to children's general care and welfare. Friendly, positive relationships with parents enable children's needs to be met. Parents each receive a copy of the childminder's policies and procedures and attend an induction meeting to gain useful information about the setting. Children and parents are involved in making some decisions; however, opportunities to seek their views and suggestions have not yet been fully explored. The useful daily diary and informal daily discussion help keep parents suitably informed about general care issues. Sharing photographs and examples of their children's work provides parents with adequate information about their children's learning and development.

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

Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines as directed and modelled by the childminder and her assistant. Children's specific health care needs are well met. However, opportunities to engage in a range of physical activities outside when they wish are restricted, limiting them from taking ownership of their health and well-being. Occasional discussion about the importance of hand washing and why children need to have a drink when it is hot is emerging to help raise children's awareness. Children have their individual drink and older children regular access their bottle or beaker from the work surface when they are thirsty.

Most children are developing a sense of how to stay safe within the setting through appropriate support, guidance and occasional explanation. Some children practise the escape plan every eight weeks, though this predominantly takes place mid-morning. This means that children who attend at other times of the day gain little awareness of the emergency procedures to enable them to take some responsibility for their own safety. The childminder and her assistant supervise the children closely during play and undertake regular checks when children are sleeping. The children appear happy and settled as they cooperate and play alongside their friends. As a result, they are beginning to form positive relationships with their friends, the childminder and her assistant. Regular praise and encouragement to recognise achievement promotes children's self-esteem. As a result, they smile and interact positively with the childminder during play, feeling safe to express their feelings and wishes. Children are not directly involved in helping to devise the rules and boundaries for acceptable behaviour. However, they are beginning to develop the habits appropriate to good learners as they help to tidy away the cars, trains and track.

The childminder's knowledge and understanding of the learning and development requirements and the practice guidance is emerging. Planning identifies a suitable range of interesting activities, based around a theme, that provide different learning experiences for children across some areas of learning inside. However, the focus of children's learning is not always securely based around their interests, ideas and next steps, inside or out. There are some inconsistencies in encouraging children's independence during adult-led activities, such as spreading their own glue and ripping up small pieces of tissue paper. This may hinder opportunities for children to regularly practise and gain new skills. Nevertheless, children make sound progress in their learning, with particular strengths in numeracy. For example, purposeful support and questioning encourages children to add, subtract, compare and calculate when building with bricks.

Children make their garden pictures deciding what they want to grow, such as strawberries and green beans, using different coloured tissue paper. They show confidence in talking about the different fruits and vegetables, happy to engage in conversation with the childminder. Children enjoy listening to familiar stories and spend time sharing books independently and with their friends. The youngest children practise their early walking skills as they walk around the furniture and

hold hands of the childminder or assistant. Occasional access to sand, water and painting activities for some children enables them to explore and begin to investigate different media and materials. They squeal and laugh with excitement as they chase the bubbles around the garden.

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
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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