

Inspection report for early years provision

Unique reference number	EY415829
Inspection date	28/05/2012
Inspector	Patricia Bowler
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 2010. She childminds from a non-residential property, the whole of which 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 childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children on roll who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. 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 supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals. Their welfare is maintained in a safe and secure environment and is supported with secure partnerships with parents to ensure their individual needs are well met. The childminder uses self-evaluation and reflective practice systems effectively to further improve her service to parents and children in her care.

What steps need to be taken to improve provision further?

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

- further develop the systems for recording children's learning and development, and enhance parental involvement to identify ongoing achievements at home and support their next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder is knowledgeable of safeguarding issues, enhanced through training, and knows the steps to take should she have any concerns. An effective policy is established, including procedures should there be any complaint about the provision. Detailed written policies work effectively to inform parents and identify children's individual needs. Although shared information identifies starting points for children's learning and development, these have yet to include an ongoing involvement of parents in achievements at home.

Accurate attendance records confirm children's arrival and departure times, and secure safety measures minimise hazards, both indoors and outdoors. Safety gates at the top and base of the stairs prevent unsupervised access to the first floor and

rigorous risk assessments ensure children are cared for in a safe environment. They learn about safety through age-appropriate rules within the home and engage in meaningful discussions, for example, during and after practising the emergency evacuation procedure. Outings are used productively to help children gain an awareness of road safety and what to do should they become separated from the childminder.

Consistent routines and attractive pictures and posters remind children about personal hygiene to prevent the spread of infection. They wash their hands before enjoying a nutritionally balanced snack of fresh fruit and milk. Provision is made for the safe storage of parental provided packed lunches until these are required. Mealtimes are social events where children develop social and communication skills as they share their daily events. A wide variety of toys, equipment and resources are checked regularly to maintain safety and suitability for the ages of the children present. Children develop an awareness of boundaries through consistent methods to manage behaviour, follow simple house rules and respond to a sensitive use of praise and encouragement.

The childminder is committed to further training and she provides an inclusive service, recognising the uniqueness of individual children. Positive images of diversity and disability actively promote children's awareness of themselves and others through their everyday play. Parents receive clear information about the setting and complete documents to ensure individual needs are met. Their views are considered through questionnaires to enhance established self-evaluation and monitoring procedures.

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

Children make good progress towards the early learning goals, settling well and moving freely and confidently within the home. The childminder knows the children well and organises her day effectively to meet their individual care routines and preferences. They benefit from an environment rich in visual stimuli with posters, number and phonetic charts and attractive displays of their creative achievements. All children have contributed to a large mural, signing or marking their signatures to acknowledge their involvement. Easily accessible toys in low-level storage units allow them to select and steer their play. They enjoy making and serving meals and drinks in the role play area, presenting these to adults. Every opportunity is used to develop children's skills as they remove trays carefully from the cooker unit, talk and identify colours and engage in early numeracy skills by counting cups and food items.

Children relate warmly to the childminder as she listens intently to what they say, engaging them in age-appropriate conversations to develop language and support their efforts. They understand the importance of personal hygiene routines to minimise the spread of infection, washing their hands before enjoying healthy food, including fruit which they select from the bowl. Careful attention is given to food contents in order to provide for specific dietary needs. Drinks are readily accessible for children if they are thirsty. Health is further promoted through

information obtained from parents and accurate records relating to accidents and medication administration. Sickness exclusion and diligent hygiene routines minimise the risk of cross-infection.

Regular outdoor play is experienced in the garden, where a range of wheeled toys and equipment support physical play. Children enjoy an activity with water and large brushes as they 'paint' the wall. They change from wet clothes, developing skills to dress themselves and secure buttons and shoe fastenings. Local recreational areas provide open spaces and opportunities to use climbing equipment. Children attend the local Sure Start centre for stay and play sessions and the library to select books for shared stories. Observation and achievement records are evolving with photographs of children at play. However, there is insufficient written evidence to support their progress or to support their next steps in learning.

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
--	---

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

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
--	-----