

Inspection report for early years provision

Unique reference number	EY435086
Inspection date	22/05/2012
Inspector	Susan Marriott

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 lives with her partner and one child aged 20 months old in a house in Kempston, Bedford. She is able to walk to the local school to take and collect children. The ground floor of the childminder's house is used for childminding, together with a bathroom and bedroom on the first floor. The rear garden is available for outdoor play and the family has a pet dog, a turtle and a hamster.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years, of whom, two may be in the early years age range and of whom, one may be under one year old. There are currently three children on roll in the early years age range. Additionally, she is registered for overnight care. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The current focus for minding activities is on the provision of care for one and a half days per week and some out of school hours care. Children are warmly welcomed into this family environment where the childminder promotes many aspects of children's care and education in a suitably inclusive manner. However, one specific legal requirement relating to legal responsibility is not fully met. Children enjoy their learning and achieve well. Good planning, observation and assessment systems are in place and linked to the Early Years Foundation Stage. The childminder builds sound relationships with parents to underpin children's welfare. She informally reflects upon her practice to satisfactorily support continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents of all children about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 01/06/2012

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

- improve the emergent procedures to evaluate the provision and implement areas for improvement to support children's learning, development and welfare

- develop the use of the garden as a stimulating learning environment that children can access easily.

The effectiveness of leadership and management of the early years provision

Children are happy, confident and show a clear sense of belonging in this friendly home setting. Children's welfare is sufficiently safeguarded by the childminder, who has a generally secure knowledge of local safeguarding procedures and related issues. The childminder and her partner have suitable vetting checks. A suitable risk assessment is in place and effective action is taken to manage or eliminate risks for children. The childminder uses widely available commercial documentation to underpin the generally safe and efficient operation of the business. However, she has now chosen to devise her own documentation and has omitted to include a request for information that includes who has legal contact with a child, and who has parental responsibility for a child. This information is available for some, but not for every child in her care. Consequently, one specific legal requirement is not fully met.

The childminder has recently moved house and is adapting her practice to her new environment to ensure that it promotes children's progression towards the early learning goals. For example, children can access toys and books readily available in the back living room. The childminder's sound understanding of anti-discrimination means that she provides a service, which is inclusive for all children and their families. She ensures that she understands each child's background, cultures and beliefs. She uses this knowledge when she encourages children to recognise differences, offering them information about other ways of life and encouraging them to respect diversity. The childminder informally reflects on her practice to drive and sustain continuous improvement. She wants to be the best she can be but does not have a fully effective system for identifying her strengths and areas for development to improve outcomes for children.

The childminder has experience of providing care for children having identified special educational needs and/or disabilities. She is interested in developing her skills further through attending appropriate training. She feels able to approach parents if she is concerned about children's progress and supports them appropriately. Effective verbal communication strategies demonstrate the value placed upon partnership working by the childminder, who makes every effort to keep parents fully informed about all matters relating to their child's care and welfare. Children's individual needs are discussed with parents during daily conversations. Parents praise the service and provide written references, which state 'We are very happy with the service the childminder provides and we are pleased with the progress our children are making - they are always very talkative when we pick them up and eager to talk about all the activities they have been up to'.

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

Children achieve well in most respects and enjoy their learning. This friendly and welcoming childminder is establishing her daily practice with the children and nurtures their development effectively with warmth and kindness. She sustains competent levels of interaction with the children as they engage in self-chosen play activities, which develops positive attitudes to learning. The childminder has acquired many scientific resources, which she has begun to use to extend children's learning about the world around them. For example, children have great fun learning about chemical reactions through making 'foaming monsters' using a plastic bottle, vinegar, bicarbonate of soda and washing up liquid. In the garden, children play on the garden equipment and they search for caterpillars, which they observe change into butterflies. However, the childminder is not currently making best use of her garden to support children's outdoor learning. For example, she has not implemented her plans to involve the children in planting and growing vegetables.

The childminder offers a continuous commentary in the daily routine. She is increasingly effective in supporting children's play and learning, intuitively implementing the learning and development requirements to develop children's early language skills. For example, she talks with very young children, who smile and speak in response. The childminder likes to take children outside for at least part of each day and makes regular use of local activities at the children's centre and the library. These sessions include lots of singing and rhymes and messy play to support children's creative development. Special monthly groups include events, such as 'beach days' in the summer. School runs at lunchtime and in the afternoons ensure that children have plenty of fresh air and exercise and the local park provides the opportunity to run and to play on the fixed equipment.

Within the daily routine there are opportunities for children to draw pictures, colour and make various things for different times of the year. For example, craft projects include making items linked to different religious festivals, such as, Christmas, Easter, Eid and Ramadan, so children can learn about a range of cultures and traditions. The childminder and children enjoy story time together and they are encouraged to join in and act out the story being read to them. Children play games that promote working together and engage in role play. Games help children to develop their skills in numeracy and literacy in preparation for the transition to school.

The childminder provides daily verbal feedback to parents and carers about their child's activities and achievements. The childminder writes narrative observations of children's learning in the six areas and has begun to compile individual learning journals with annotated photographs. These are appropriately linked to the language and criteria of the Early Years Foundation Stage. They contain sufficient information to guide the childminder in planning the next steps in children's learning to secure their progress towards the early learning goals.

Children's social skills develop as they mix with others at different times during the

minding week and they learn to play together harmoniously. Children are becoming aware of healthy lifestyles and the relevance of hygiene practices. They learn about keeping safe inside and outside of the home because the childminder provides age-appropriate explanations as to why they must hold her hand and take extra care at the road side. Children's behaviour is managed appropriately and effective strategies ensure that their needs are generally met.

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

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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