

Inspection report for early years provision

Unique reference number	EY422172
Inspection date	19/06/2012
Inspector	Melanie Arnold

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 husband and two children in Scunthorpe, Lincolnshire. Areas of the ground floor are used for childminding, with sleeping and bathroom facilities located on the first floor. The premises are accessible by one step. There is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time. There are currently five children attending who are within the early years age range. 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. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Inclusion is at the heart of the childminder's provision because partnership working in the wider context is highly effective. This results in each child being supported, valued and respected in line with their specific backgrounds, beliefs and abilities. It also enables every child to make progress in their learning and development. The childminder implements her mainly effective procedures to safeguard children and promote their welfare. Children benefit from a continually improving setting because the childminder uses an effective system of self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers everything with which a child may come into contact, with specific regard to the cords from the window blinds.

The effectiveness of leadership and management of the early years provision

Children have fun in the well-resourced and well-organised indoor and outdoor environment. A good range of developmentally appropriate toys and resources are made accessible to children allowing them to freely initiate their own play experiences. The childminder has also introduced the use of a photographic picture book to display all of her toys and resources. This enables every child, including babies and children with additional needs, to indicate their preferences during play. The majority of potential hazards have been identified and minimised through the childminder's overall clear risk assessment procedures. However, the cords from window blinds have not been fully assessed, therefore, action has yet to be taken to further minimise this potential hazard. As these cords are not in the main play

areas where children freely play, the potential risk to children is low, and therefore, does not have a significant negative impact on their health and safety. Other safeguarding procedures are in place and used effectively by the childminder to keep children safe from harm. For example, a clear safeguarding children policy, along with the childminder's secure knowledge of child protection procedures, ensures children's well-being is protected at all times. All necessary records and documents are in place and implemented well to ensure children's welfare is maintained. The childminder has completed all required training courses and she has developed her service since registration, making changes where necessary to ensure positive outcomes for children are promoted. She has a clear vision for the future and her system of self-evaluation is effectively used to monitor her provision in all areas. This results in continuous improvements being made.

The childminder actively promotes equality of opportunity, with highly effective procedures in place to ensure the inclusion of all children. This enables every child to achieve to their full potential. The childminder very skilfully incorporates children's specific backgrounds, beliefs and home language into her provision, which significantly enhances all children's awareness of wider society. The childminder has an exceptional knowledge of each child's individual needs through her excellent partnership with parents and carers. She spends a considerable amount of time with each family during the enrolment process, gathering, sharing and exchanging robust information to ensure children's specific requirements are known and effectively met from the outset. This forges an excellent link with parents and carers, resulting in the continued exchange of detailed information to keep parents informed of their children's daily care and progress. Parents make exceptionally good comments about the childminder's service, showing they are extremely pleased with the support and care she provides. Partnership working with other providers, professionals and services is also very effective to ensure an integrated approach to children's care, learning and development is promoted. The childminder liaises with health care professionals and attends various courses to offer individual support to specific children and their families when needed. She is very proactive and has devised systems to ensure the constant exchange of information with other providers when the care of children is shared. She has also actively sought further information to ensure children with special educational needs and/or disabilities are fully supported whilst in her care.

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

Children are happy and they relate exceptionally well to the childminder and their peers. This is because all children, including babies, are settled, confident and show an extremely strong sense of security within the childminder's care. Their behaviour is good and they have great fun interacting and playing co-operatively with their peers. Children thrive and make good progress towards the early learning goals because internal and external space is effectively organised and used. They have fun engaging in an interesting range of adult-led and child-initiated play experiences, which are skilfully adapted to ensure the participation of all children. Ongoing observational assessments are in place and used to monitor children's progress from their unique starting points, with the childminder also

using the information to identify and plan for each child's next steps for learning. Planning also remains flexible to allow the childminder to follow and provide for children's specific interests. Children's learning is skilfully promoted through everyday experiences. For example, after hearing the childminder count the stairs as they go up, the children then count them when going down. Number rhymes and baking activities are also used to promote children's basic mathematical awareness. Children have fun as they play with push button and battery operated toys and resources, which develops their interest in technology. When one child accesses the pens and paper, all children decide they would like to draw too. Each child is provided with access to the pens and paper, including babies, enabling each of them to develop their mark making and early writing skills. Children's language, communication and physical skills are promoted when they recall and sing action songs from memory. Other interesting experiences, such as laying under the tree and discussing what they can see, provide further opportunities for children to develop their communication skills.

Children's overall health and safety is protected inside, outside and on outings through the childminder's effective systems. For example, the home is securely maintained, supervision of children is good and clear outings procedures ensure children remain safe at all times. Good hygiene practices, such as children drying their hands on disposable kitchen towels and children being excluded when they are suffering from a contagious illness, ensure the risk of cross infection is minimised. Children are provided with free access to the garden where possible, providing them with opportunities to be active as they play outside in the fresh air. Healthy eating is very well promoted, with the childminder working extremely closely with parents and carers to ensure children's specific dietary requirements are fully met. After completion of a healthy lifestyles training course, the childminder's awareness of nutrition has increased and she has found interesting, fun ways of encouraging children to try new foods. Children's awareness of healthy eating is further promoted as they plant and grow a range of fruit and vegetables in the garden. These practices significantly enhance children's awareness of how to maintain and promote their own health and well-being. Children learn how to be safe through discussions, regular events and activities. For example, the childminder discusses the consequences of children's actions during their play, which helps them to learn from their own experiences and their awareness of road safety is promoted during outings.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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