

Inspection report for early years provision

Unique reference number	EY440609
Inspection date	16/07/2012
Inspector	Lindsey Pollock
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 2012. She lives with her husband and adult daughter. The whole of the ground floor of the childminder's home 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 family has a pet budgie.

The childminder is registered to care for a maximum of six 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 four 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy the time they spend with the childminder who is an experienced, qualified, childcare practitioner. She recognises and values the uniqueness of each child and provides an inclusive service where all are welcomed and valued. The childminder plans and organises systems to ensure every child receives an enjoyable and challenging learning and development experience. Consequently, they are making good progress in their learning and development. She values the positive partnerships she has with parents, but as yet, they are not contributing fully to their children's learning whilst at the setting. The childminder demonstrates a good commitment to ongoing improvement and has systems in place to evaluate her practice to help with this.

What steps need to be taken to improve provision further?

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

- extend the opportunities for parents to review their children's progress and contribute to their learning and development record
- work in partnership with other settings to ensure there is continuity in children's learning.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and well managed. Effective procedures are in place for identifying a child at risk and the childminder is aware of the appropriate agencies to contact. Children are well supervised and all adult household members have had a criminal record check. Good steps are taken to promote children's safety whilst on the premises and when on outings. Risk

assessments are documented and identify the steps she needs to take to reduce possible risks. All required documentation for the safe and efficient management of the provision is in place.

The childminder makes good use of the space in her home. Children are free to choose if they want to be indoors or out in the garden. They help themselves to a good range of toys and resources and are becoming independent learners. They are valued and respected as individuals and the childminder is fully aware of their likes, dislikes and individual needs. They are able to access resources which reflect diversity. This raises their awareness and appreciation of the world in which they live. The childminder has made a very positive start to childminding and is keen to continually develop the provision. She attends training with the local authority to keep up-to-date with current childcare issues. She reflects on her practice and has accurately identified areas for improvement. However, as yet she is not fully involving parents in the evaluation of the setting.

The childminder recognises the importance of working closely with parents to ensure that children are securely settled and have a consistency of care. They are welcomed into the home and kept informed about their child's day through daily conversations and diaries. As yet, systems are not fully in place for parents to review their children's progress and contribute to their learning and development record. The childminder is aware of the importance of liaising with other providers of the Early Years Foundation Stage to promote continuity in children's learning. However, she has not yet fully developed these partnerships.

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

Children have lots of fun whilst with the childminder and are happy and settled in a welcoming and inclusive atmosphere. They benefit from the childminder's good knowledge and understanding of how children learn and develop. Activities are exciting and well-planned but also flexible to meet the interests of children. Ongoing assessments are used effectively to monitor children's progress, and the information gathered helps the childminder to identify what she needs to do in order to help the children in achieving their next goals.

Children are interested, excited and motivated to learn. As they develop they show increasing levels of involvement in activities, be it constructing an aeroplane from polystyrene or building a track for their trains. They are developing good relationships with each other and play well together. They show delight at their peers' achievements, declaring 'he's really good isn't he?' when one child successfully uses the potty. Children are making good progress in their speech and language development in relation to starting points. Some are articulate and able to express themselves well. Extra support and encouragement is provided for those children who may find it more difficult to communicate to help them progress as much as possible. Older children not only recognise the letters of their name, but are able to write them clearly. They are a pleasure to watch as they engage in imaginative play. They pretend they are flying to Greece in the aeroplane they have made and they don't forget to pack their sun cream and a hat

because they think it will be sunny. Even the younger children join in with this and become excited about their 'holiday'. They are finding out about their local community as the childminder plans and organises trips to the local parks, library, children's centre and beach. They love being outdoors and the provision of waterproof clothing enables them to experience all types of weather. A wide range of resources outdoors, such as skipping ropes, bikes and trikes, sand, mark-making and creative materials means they learn as they play in the fresh air. Overall, children have a great time and have positive attitudes to learning. This prepares them well for the future.

The childminder has a sample menu that shows children are provided with healthy, nutritious snacks and freshly cooked meals that support their individual dietary needs. Furthermore, children are able to help themselves to their beakers of drinking water whenever they feel thirsty. This supports a healthy lifestyle. Children have an increasing understanding of the importance of good hygiene procedures and recognise when it is appropriate to wash their hands. Good standards of cleanliness are maintained throughout all childminding areas to help prevent the spread of infection. Children are learning how to keep safe. They know they must hold the childminder's hand when on outings and that they must look left and right before crossing roads.

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	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	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	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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