

Inspection report for early years provision

Unique reference number	EY442519
Inspection date	25/07/2012
Inspector	Nicola Jones
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 partner and two children aged eight and four years in Tow Law. There are two assistants available to work alongside the childminder. The whole of the childminder's home except for the main bedroom are used for childminding. The childminder cares for children on weekdays from 7am to 7pm for 51 weeks of the year. The childminder has a pet dog.

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. She offers care to children aged over five years to 11 years during term time only. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age group. The childminder collects children from the local school and attends local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is committed to providing a welcoming and inclusive environment where all children are valued and respected. She has a very good understanding of the Early Years Foundation Stage and provides children with an effective range of activities to support their overall learning and development. The childminder knows the children in her care very well, therefore she meets their individual needs successfully so that they are very well supported and make good progress. Systems for regular observation and assessment are in place which are linked to the areas of learning and clearly identifies next steps of learning. There is a positive approach to self-evaluation and the childminder is aware of areas for development and has identified ways to move forward.

What steps need to be taken to improve provision further?

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

- enhance observation and assessment systems to identify children's starting points and show how children are progressing to the early learning goals
- develop self-evaluation systems to show how areas of weakness will be addressed and impact on children's learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has clear policies and procedures in place and shares this information with her assistants. She has completed relevant training and is aware of the Local Safeguarding Children Board. Children's safety is

further protected as the childminder has completed and recorded risk assessments for the indoor and outdoor environments. This includes outings which results in children playing in a secure environment with safe and suitable toys and equipment. Children's welfare is assured as the childminder and other current household members have had suitable checks completed.

The childminder is very knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning. She organises her time well to provide children with a very high level of individual support and constant supervision. The childminder has a wide range of good quality resources which are suitably organised to allow children to access them independently. The childminder makes effective use of local services to acquire additional resources to support individual children's needs. The environment is conducive to learning. It is safe and well maintained and children achieve well as a result of the setting they are in.

The childminder is committed to improving the quality of her practice. She is developing a good understanding of the strengths and weaknesses of her provision and has plans for the future which aim to bring about further improvement. However, it is not clear how the plans will improve outcomes for children. The childminder is committed to her professional development and has attended recent training to keep up to date with recent curriculum developments.

Parents and carers are kept well informed about their children's achievements, well-being and development as the childminder provides daily opportunities to share information. Individual meetings are held to share further information about learning and development and how learning can be supported at home.

Partnerships with other providers are well established and provide continuity of learning and care. Children's social, emotional and educational needs are met at transition times as the childminder prepares them well for their next setting. For example, children attend breakfast club at the local school with the childminder.

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

Children are relaxed, confident and secure in the childminder's care. She has established very good relationships with the children she looks after and has worked hard with both parents and children to gain a clear understanding of individual needs. Children have individual 'All About Me' files containing detailed information about their learning and development, including photographs and observations. They are linked to the areas of learning and clearly show the next steps in development. However, a summary of children's progress is not yet provided so it is not always clear how children are progressing towards the early learning goals. The childminder has identified this as an area for development as part of her self-evaluation process. Children clearly enjoy the time they spend with the childminder and regularly give her cuddles and say how much they enjoy spending time with her. They behave well and respond appropriately when given gentle reminders of house rules. The childminder plans a mixture of free play time, where children enthusiastically become involved in imaginary play. For example

they put their dolls to bed telling everyone that they need to whisper now to make sure the 'babies' sleep. Adult-led activities are predominantly chosen by the children. The childminder will make suggestions as to what the children might like to do but she relies on children's choices and interests to decide what they want to do next. Children develop literacy skills as they draw maps and mark the spot where treasure is buried with an 'x'. They talk enthusiastically about maps arriving in the post at the childminder's house and how they follow instructions outdoors to hunt for the treasure. They demonstrate excellent concentration skills when joining a number of maps together using sticky tape and persevere to ensure the task is completed to their satisfaction. They develop an awareness of shape and make comments such as 'circles, circles, circles' as they draw independently on paper and count 'one, two, three, four' before starting to sing a song. As a result, children are developing the skills they require in order to secure future learning. Children's knowledge and understanding of cultural diversity and the wider world, is supported by a range of appropriate resources including books, dolls, jigsaws and role play.

Children have opportunities to learn about healthy lifestyles as they have access to fresh drinking water and enjoy fresh fruit as part of their mid-morning snack. They thoroughly enjoy preparing and eating their own pizzas at lunchtime and talk about the fresh vegetables they are using. The childminder encourages children to brush their teeth after meals and children laugh as they describe how brushing gets rid of the 'sugar bugs' in their mouths. Independence is developed as the childminder encourages children to wash their hands thoroughly after activities and before eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

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	3
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
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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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