

Inspection report for early years provision

Unique reference number	EY261837
Inspection date	24/10/2011
Inspector	Marie Thompson

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 registered in 2003. She lives with her husband who is also a registered childminder. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When the childminder works with her co-minder she is registered to provide care for a maximum of eight children at any one time, six of whom may be in the early years age range, of these two may be under one year of age. When working alone, the childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age range and of these only one may be under one year of age. There are currently 13 children on roll, seven of whom are in the early years age range. Some children attend on a full-time basis and others part-time. The childminder also provides overnight care.

All areas of the childminder's bungalow are used for childminding, except the bedroom. Overnight care is provided in the study and children have a designated playroom, which opens out onto the fully enclosed rear garden for outside play. The childminder has a dog and one cat, which children have supervised access to. The childminder operates a Montessori approach to her care and learning. She has obtained her Early Years Professional Status (EYPS) qualification. The childminder is a specialist in Early Learning and she is working towards 'I CAN' Communicate affiliation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing competently in their learning and development and they enjoy a good range of activities and experiences, which ignite their curiosity and interest to learn. The childminder develops secure working relationships with parents, which helps support the children in her care overall. Children's welfare is protected through many positive policies and procedures, which underpin the good service offered to children and their families. In the main, systems for observation and assessments of each child are developing well. Self-evaluation is underway and leads to continuous improvement in the childminder's service.

What steps need to be taken to improve provision further?

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

- develop systems to regularly observe and assess children's progress in order to track their progress over time
- encourage parents to review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision very well to promote children's welfare. All required documentation is in place and well presented, and she has a professional and enthusiastic attitude to her work. The childminder has a good understanding of safeguarding issues; she has the necessary knowledge to protect children from harm and understands the procedures to follow if she has a concern about the welfare of a child in her care. She shares her safeguarding policies with parents so they understand the extent of her responsibilities in this area. The childminder's careful risk assessments are effective in keeping children safe. The childminder works closely with her husband, also a registered childminder. They share the duties, roles and responsibilities of the service.

Partnerships with parents are very good. The childminder is well motivated to ensure that the parents are well informed and have detailed information about their child's day. She regularly exchanges information with parents verbally and through a written diary about children's learning and development. However, at present, the childminder currently does not fully encourage parents to access the records of progress or contribute to them, to provide a wider picture of children's progress. The childminder demonstrates she actively follows children's interests, incorporating these within daily activities and routines. As a result, she effectively takes on board children's choices and this enables her to drive improvements successfully. The childminder has good understanding of how to promote wider partnerships. She has developed these accordingly with the older children and fully understands the importance of working in collaboration with pre-schools, which in turn promotes consistency of care. The childminder systematically evaluates and reviews her provision and the self-evaluation process is evolving very well.

Children benefit from an environment which is conducive to learning as they freely access a broad range of toys, resources and activities which are suitable for their age and stage of development. As a result, children achieve well making successful strides in their learning and development. The childminder demonstrates a clear understanding about how to promote equality and diversity. She recognises children's differences and supports their individual needs extremely well. Children have access to some resources that reflect the diverse society within their natural play.

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

Children have warm, nurturing and secure relationships with the childminder and her co-childminder and this provides a "home from home" service. The childminder operates a Montessori approach to care and learning which emphasises independence, freedom within limits and respect for children's natural psychological development. This enables children to develop good skills for the

future. Consequently, they are becoming confident, independent and self assured. The childminder promotes children's development and stimulates their learning through some worthwhile and exciting activities, tailored to their individual interests and developmental stages. Children behave very well because praise and encouragement are frequent. This promotes children's self-esteem and a positive and enthusiastic attitude to learning. Children go to restaurants with the childminder which teaches and reinforces good manners, social skills and appropriate conduct within social environments. All children receive good one-to-one support, attention and emotional support which promotes their confidence and enables them to feel safe and secure.

The childminder is an experienced childcare practitioner with a secure knowledge and understanding of the Early Years Foundation Stage. Children's starting points are discussed at pre-visits and all children's details recorded and stored confidentially. She is adept at observing and assessing children's progress and in identifying children's stage of development. However, while there is some evidence of children's progress, there are insufficient systems in place to record children's development and abilities to enable progress to be tracked over time.

Cooking is a favourite activity and introduces children to a range of mathematical processes. They make cakes, ice-cream, pancakes and cookies. Children are very confident at measuring and pouring ingredients as well as cracking eggs into the bowl before mixing it all together and spooning it into the cake cases. Children's imagination is fostered through role play opportunities and spontaneous activities such as making a treasure map. Children decide on the adventure to find the treasure, the animals they would encounter and how they would conquer the obstacles along the way.

The childminder provides children with meals and snacks which supports their understanding of foods which contribute to a healthy lifestyle. The childminder promotes positive behaviour. She has realistic expectations for children appropriate for their individual ages and stages of development. Children are given praise and encouragement for their achievements. They play in the fresh air frequently because they have free access to the garden and are encouraged to use the garden and playroom as if they were one indoor/outdoor room. The garden provides a wider scale of opportunity for children to come into contact with weather, changing seasons and the outside world of birds, insects, plants and trees. It is planned to give children an interesting environment to explore, through role play in the play house as well as exhilarating physical activity on the large trampoline, tree swing or slide. Children's learning environments are expanded by regular outings to local woodland, beaches and play environments. During these excursions they have great fun at adventure playgrounds, taken part in shelter building, wicker weaving, rope tying and mixing paints using natural materials. They also learn how to use various tools and resources competently and with safety. In addition, children demonstrate their good awareness of safety when on 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	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
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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met