

Inspection report for early years provision

Unique reference number	101050
Inspection date	27/02/2012
Inspector	Rachael Williams

Type of setting	Childminder
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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1999. She lives with her husband in Abbeymead, Gloucester. The whole of the house is registered for childminding although children mainly use the ground floor. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years, of whom three may be in the early years age range. She currently cares for 19 children on a part-time basis, of whom three are in the early years age range. The childminder offers before-and-after school care during school terms, and full-time care during school holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets the children's care, learning and development needs effectively through her good knowledge of welfare requirements. Through collaborative working with the school children make good progress in their learning overall. Positive relationships are established with parents and generally there is a good exchange of information. The childminder has an accurate understanding of the strengths and weaknesses of the provision. She takes positive steps to maintain continuous improvement, although identified priorities do not always show the impact on children's outcomes.

What steps need to be taken to improve provision further?

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

- develop further assessment arrangements to clearly show children's progression and how parents contribute to their children's learning and development
- improve the system to monitor the effectiveness of the provision which reflects the impact on outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has good awareness of child protection issues. She has attended training to keep her knowledge in this area up-to-date. She understands the procedures to follow should she have any concerns about the welfare of the children in her care. The environment is safe and secure. The childminder has completed comprehensive risk assessments of all areas accessed by the children.

Children become aware of their own safety as they frequently practise clear and sensible emergency evacuation procedures.

The childminder organises the environment well. For example, the childminder and children have recently reorganised the dedicated playroom to provide more space. A good range of high-quality resources are readily available for children to access independently. These include those to reflect sufficiently the diversity in our society. Children are encouraged to positively explore differences within their lives. For example, the children work well together to create a collage of different lifestyles and are involved in celebrating traditions and festivals.

The childminder has developed good relationships with the local school to promote continuity in care and learning. She liaises regularly with the class teacher, observes their learning priorities and accesses information on their topics each term to support children's development. Parents comment favourably about the valuable link between home, the childminder and school to triangulate information. The childminder has established positive relationships with parents. Initially, there is a good exchange of information of children's capabilities and expectations of the service provided. However, systems to consistently engage parents in contributing to children's learning have not been fully embedded. Some parents contribute their views through the use of an annual questionnaire to improve the service provided.

The childminder is developing the process to consistently evaluate the provision and is beginning to monitor the impact of changes on children's outcomes. She has good understanding of the strengths and weaknesses of the early years provision. The childminder has evaluated the inclusive environment and her relationships with the children as a strength of the provision. The childminder has prioritised the development of the outdoor provision to improve children's opportunities to be active. This demonstrates that the childminder has good capacity to maintain continuous improvement.

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

Children are engaged in a balanced range of experiences. The childminder encourages children to initiate their own play. However, she is fully aware of children's interests and current topics at school so that she can interact effectively to further challenge children's development. The childminder makes some observations of children's engagement in activities and is beginning to further develop arrangements to assess children's progress. Consequently, children make good progress in their learning and development of skills to support future learning. Children show great imagination as they skilfully draw on the whiteboard. For example, two children work collaboratively to create a robot with 'wires and zappy bits'. Children are able to access resources independently, therefore making decisions about their play. For example, children decide to play the shark game. They take turns well and show good fine muscle skills as they hook items out of his jaws.

The childminder has good understanding of children's special dietary requirements. She prepares a range of snacks after-school which are prepared in a scrupulously clean kitchen. Children are aware of good hygiene routines and wash their hands before eating. The childminder provides paper towels for children to dry their hands on to reduce the spread of germs. Children are involved in developing hygiene posters as a visual reminder. They enjoy a sociable snack-time where birthdays are celebrated. Children are very respectful and listen to each other. For example, children take turns to share what they had given up for Lent; children are respectful of each other's decisions. Children are well mannered and their behaviour is very good. Children are clear on expectations and boundaries as they are consistently involved in developing house rules. Therefore, children's personal, social and emotional development is encouraged effectively. They are fully aware of how to keep themselves safe for example, when travelling in the car or walking to and from school. Children comment favourably on how they feel valued and their ideas respected within the close and caring relationships established with the childminder.

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

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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