

Inspection report for early years provision

Unique reference number	EY439549
Inspection date	17/07/2012
Inspector	Dianne Sadler

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.

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 was registered in 2012. She lives with her husband and two children aged six and eight years in Burton-upon-Trent. The whole of the ground floor of the premises is used for childminding purposes and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. 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 group. Currently, she is caring for four children in total, three of whom are within the early years age range. The childminder supports children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The individual needs of all children are met through effective systems and good partnership working with parents. Overall, the childminder is developing her systems to assess the good progress children make in their learning. Policies, procedures and records are all well organised and effective in practice. The childminder demonstrates the capacity to make continuous improvement. Systems to monitor and evaluate the setting are good. This enables the childminder to identify the strengths and areas for future development of the setting.

What steps need to be taken to improve provision further?

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

- develop further the system for observing and assessing children's learning to ensure that they make the best possible progress towards all the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to successfully safeguard children. She maintains clear, well-written policies, procedures and records for the efficient running of the setting, which include a detailed 'Safeguarding Children' policy. The childminder has also completed training in this area. Effective risk assessments ensure that children are cared for in a safe and secure environment, both indoors and outdoors.

The childminder provides a warm, welcoming environment and makes very good use of the space available. The plentiful play equipment is well organised to allow

children a positive choice of resources and experiences, according to their individual interests and needs. Children's learning is well supported as the childminder has the time to give them ample individual attention. Each child is recognised for their uniqueness and they are encouraged to learn to value differences and diversity through activities and the sharing of information. The childminder values and respects all languages children speak. She ensures that she becomes familiar with key words spoken in children's home languages and uses them in her everyday communications.

Children thrive because the childminder works very closely with their parents. She gets to know families well and strives to meet their individual needs. Children can continue their learning at home because parents are informed of the individual activities planned for them and learn about what they have done through written daily diaries. Throughout their time in the setting, parents are encouraged to express their views both verbally and by completing questionnaires. Parents demonstrate complete satisfaction with the setting. They comment on the caring and loving nature of the childminder and how quickly children settle in the setting. The childminder also understands the importance of partnership working with providers from other settings, which children may also attend, as and when the need arises.

The childminder demonstrates a strong commitment to continually improving the setting and her professional development. She successfully identifies the strengths and areas for improvement within the setting, which she records in a written self-evaluation document. The targets, which she has identified to improve all outcomes for children include evaluating the activities that she provides.

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

Children are learning about a healthy lifestyle and how to keep themselves safe through well-planned activities and everyday experiences. For instance, all children settle quickly in the setting and enjoy close interactions with adults. They show growing confidence as they safely access all areas of the environment and respond well as they are encouraged to tidy away resources after they have finished playing. Children's behaviour is further promoted while they are interacting with others in social situations, such as at a toddler group. For example, they readily share their fruit at snack time with others. All children enjoy healthy foods and snacks provided by the childminder. For example, they enjoy salad items, such as cucumber, with their sandwiches at lunchtime and home-made dishes, for example, lasagne and spaghetti bolognese for tea. Children's learning is promoted well at these times. For instance, they develop skills in problem solving as they are encouraged to find dried fruits hidden under a cup. Children also access regular drinks in their own individual beakers throughout the day, which helps to keep them well hydrated.

The childminder observes children's learning and records her findings in their individual folders and daily diaries. She successfully links the information obtained

to the six areas of learning. Through photographs and written observations, she assesses children's good progress within most areas. However, the childminder is not fully observing and assessing children's continual learning towards all the early learning goals, which may compromise the progress that they make.

Children successfully develop skills, which equip them well for the future. They participate in purposeful play and exploration and enjoy experiences and activities linked to their individual interests. For instance, children enjoy a visit to the toy library and show an interest in the farmyard animals, which they bring back to the setting to explore. This develops children's independence and good self-esteem. Their learning is planned around this interest as they are encouraged to find pictures of animals placed around the environment. Children's good communication and language skills are supported well by the childminder as they are learning the names of the animals and consider the sounds that they make. At quiet times during the day, children benefit from being able to select their favourite comfort toy and select a story book to read quietly with the childminder. They enjoy sitting on the childminder's lap and listen as she sings nursery rhymes and reads the story to them. Children are encouraged to participate as the childminder asks them questions about the story and points out characters in the pictures.

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	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