

Inspection report for early years provision

Unique reference number	EY368118
Inspection date	08/09/2008
Inspector	Janet Maria Moutter
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2008. She is registered on the Early Years Register and both the Compulsory and Voluntary parts of the Childcare Register. She lives in a three bed roomed house in Highworth, Wiltshire with her husband and two sons. The whole of the property is used for childminding and there is an enclosed garden for outdoor play. Access to the property is at street level with toilet facilities on both levels of the house. The childminder is registered to care for four children under the age of eight years and can provide overnight care for two children and offers childcare all year round. She is qualified to NVQ level 3 in Childcare. The family live close to local amenities, the primary school and parks. The childminder is a member of the Nation Childminding Association and attends local toddler groups. The family have a dog.

Overall effectiveness of the early years provision

The children are well provided for in this setting and there are successful arrangements to ensure welfare and learning needs of each child are met. The childminder has many strengths. She is well-informed and strives to be inclusive in her work. The childminder shares with the parents all her plans for their children's time with her and makes effective links with the Early Years Framework. However, assessment systems are limited at present. The impact on the children is minimal as they enjoy their time at the setting and they are making good progress in their learning. The childminder has the capacity to make effective steps to improve. She is motivated and well-organised and regularly monitors and evaluates her own provision and the children benefit from her fresh ideas which enable good opportunities for them all to learn and develop.

What steps need to be taken to improve provision further?

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

- extend two way communication with parents and others, to ensure that the individual needs of all children are met
- continue to analyse information about each child's development and learning to enable effective planning of their next steps

The leadership and management of the early years provision

The childminder ensures the needs of the children are met through the efficient maintenance of records. She provides a good comprehensive set of policies and procedures that are shared with the children and parents appropriately. The children benefit from the childminder's attitude to training. She is qualified to NVQ level 3 in Childcare. The childminder is eager to continue to extend her knowledge and develop her childminding provision. The impact on the children is that her understanding of the Early Years Foundation Stage, 'themes and

principles', enables her to offer stimulating play ideas. She plans and offers children lots of opportunities to learn through play. For example, young children learn to share and take turns, such as when playing with the cars and garage. The childminder also extends their emerging language by talking to them during play. The childminder shows a good aptitude to improve provision for the children, as identified through her self-evaluation process.

Children share in completing some of the risk assessments that the childminder maintains, this helps them to develop self awareness, such as in the event of a fire, crossing the road, as well as stranger danger. These teaching skills are part of the inclusive practice that the childminder promotes to meet the welfare needs of all children, regardless of background or age and ability.

Achievements are identified, but the systems in place do not allow the childminder to effectively plan for the next steps in the children's learning. The childminder's capacity to improve is good and she has clear targets for further improvement. The partnership with parents and others is warm, friendly and above all professional thus giving confidence in her ability to assess and support. Her care is enhanced as her observations and approach to learning skilfully match children's all round needs.

The children are well cared for and the childminder safeguards each child and this allows the children to grow and flourish in her care.

The quality and standards of the early years provision

Children's welfare is safeguarded through the childminder's routine monitoring of her procedures and regular, robust, risk assessments. Instinctively she checks daily all areas of the house both inside and out and equipment. Further assessments are made on outings which ensure that children are safe and secure. Parents are made aware of her role in child protection and complaint issues and are given detailed information in a welcome pack.

The children have nutritious home cooked meals and finger food snacks. Children are encouraged to help to learn 'Life Skills', for example laying the table and the older ones help to prepare the meal. Children's wellbeing is promoted. Children are encouraged to respect others' privacy from time to time, for example, when using the toilet. The younger children's care needs are well met with routines such as sleep time in rooms that are cool, well ventilated and have subdued lighting. The children are encouraged to develop habits and behaviour that are appropriate. Effective procedures are in place to enable good hygiene practices and to introduce steps to prevent the spread of infection.

The childminder teaches the children in her care to be active and understand the benefits of physical activity. She supports this as, each day, weather permitting, all the children walk up and down to school and they appear to thrive on this activity, as there is a park on route. The children's behaviour is appropriate to their age and they learn through discussion, as the childminder teaches them about rules and the etiquette needed to communicate in and understand the wider world.

The quality of the learning environment helps the children to progress towards the early learning goals with a balance of play and exploration. For example the equipment both inside and outside the house offers opportunities to discover and learn. The childminder ensures that activities follow themes throughout the year. For example, sand and water play during the school break had a sun, sea and beach

holiday theme, this lead onto craft activities such as creating pictures of beach scenes.

The children play in a home that is well maintained and welcoming. There are ample toys, furniture and equipment to allow the children to experiment with what they can do and enable them to thrive in a safe supportive environment. However, there is no system in place to enable a two way communication with parents and others, such as pre-school to ensure that each child's needs continue to be met.

The childminder's positive approach to safety allows the children to understand what is required of them and recognise and respect each other. When something goes wrong the child can confidently expect the childminder to support them and listen to them wholeheartedly.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.