

Inspection report for early years provision

Unique reference number	EY333235
Inspection date	02/10/2008
Inspector	Bridget Copson
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 was registered in 2006. She lives with her partner and children aged one and three in the village of Merriott, Somerset. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play as well as an orchard.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years, two of whom may be in the early years age group. The childminder is currently caring for two children under eight as well as children over eight. The family keeps two cats and a dog as well as rabbits and chickens in the garden.

Overall effectiveness of the early years provision

Children are valued as individuals and have a sound sense of identity within the childminder's home. They are provided with a balance of activities to support most areas of their learning and their individual interests and preferences are supported. Their needs and routines are met through sound partnerships with parents, but no other carers involved in children's education. Their welfare is safeguarded through the high standards of safety maintained in all areas of the provision and regular assessments. However, the childminder does not have a system for highlighting other areas for development in her provision to improve the quality of care and learning for all children.

What steps need to be taken to improve provision further?

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

- develop systems of monitoring and assessing children's progress to further promote all areas of their learning
- develop self evaluation systems to identify strengths and weaknesses and areas for improvement
- obtain more information from parents regarding children's starting points and improve links with other early years providers to ensure children's individual learning needs are promoted consistently

The leadership and management of the early years provision

The childminder uses documentation effectively to maintain high standards of safety and uses records from parents to meet children's care routines and needs consistently. She has a suitable knowledge of child protection issues and procedures and supervises children at all times to safeguard their welfare. The childminder has not developed effective systems to monitor and evaluate all aspects of her provision to improve the quality of children's care and learning in all

areas.

The childminder has established successful working partnerships with parents. She provides them with policies and procedures for all aspects of her provision as well as photographs showing the range for activities for children. She obtains detailed information regarding children's needs, interests and preferences to support her in providing consistency of care. However, links have not been established with other carers involved in children's education to promote consistency and to further support the childminder in promoting all aspects of their learning and development. Parents are kept well-informed through a home diary which details their routines and activities.

The quality and standards of the early years provision

Children benefit from a range of activities and learning experiences which reflect their interests and preferences. As a result, they are active, focus well in their play and show their pleasure through smiling and laughing. Children communicate with confidence. They are developing early language skills through discussing what they are doing and the introduction of new words. Some resources are available to support children in problem solving and exploring early mathematical concepts, such as shape sorting and sorting farm animals to fit into barns. Children learn about their local environment through walks, watching animals at the farm, sanctuary and at home and learning about the importance of re-cycling. Children use their imaginations with small world activities, music and creative play.

Children's learning is planned each day according to who is present, to provide a balance of indoor and outdoor activities. The childminder uses children's interests to offer challenges in different areas, such as exploring size, naming animals and colours and problem solving when playing with trucks and the farm set. The environment is well-organised to allow younger children to see the range of toys which are labelled with photographs. In, addition, the childminder encourages children to choose activities using photo cards, such as for different walks and outdoor activities. The childminder keeps photographs of children at play and records occasional observations of what they are doing. However, she does not obtain any information from parents regarding what children can actually do at the point of admission to support her in providing realistic challenges from the start. In addition, she does not have a system of planning children's next steps of learning to ensure they are all developing to their full potential across all areas of learning.

Children's welfare is safeguarded effectively by the childminder. She maintains high standards of safety through continual risk assessments and keeps written records to demonstrate how any highlighted risks have been eliminated. She supports children in learning about keeping safe through guidance on safe play, especially around younger children and babies, managing steps and road safety on walks. Children learn about the importance of leading healthy lifestyles. They use a broad range of physical play provision in the gardens and enjoy daily walks around the local countryside for fresh air and exercise, regardless of the weather. Their health is promoted well through the clean and well-maintained environment and learning the

importance of good hand washing routines. They also benefit from home cooked meals and fresh fruit everyday.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
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?	Satisfactory
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?	Satisfactory

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

There have been no complaints made to Ofsted since registration.

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.