

Inspection report for early years provision

Unique reference number	EY368270
Inspection date	23/10/2008
Inspector	Jan Healy
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).

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.

Description of the childminding

The childminder registered in 2008. He is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. He lives with his wife, who is also a registered childminder, and his four children aged eleven, eight, five and one. They live in a semi-detached cottage in Leigh on Mendip, Somerset, which is easily accessible. The whole of the ground floor is used for childminding, as well as bedrooms on the first floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time and for a total of no more than seven children when working with a co-childminder. The childminder walks to local schools and nurseries to take and collect children, and takes children to the local park.

Overall effectiveness of the early years provision

The childminder knows the children in his care exceptionally well, and, as he recognises the uniqueness of each individual child, he is able to routinely meet their requirements. No child is disadvantaged, as they are all just as important as each other and plans are written specifically to progress their learning and development. All the children are furthering their understanding in all the six areas of learning. They are self-motivated, experiment, investigate and use their imagination in a safe and supportive and dynamic environment.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure all resources are within the children's easy reach, for example, the dressing up clothes

The leadership and management of the early years provision

The childminder is successful in self-evaluating his provision for continual improvement. He identifies areas of weakness, acting upon them swiftly for the benefit of the children, and so provides superior quality of care and education. He keeps himself up to date about early years childcare through the attendance of training courses. All records, policies and statements are readily available for the parents' perusal and are rapidly updated when changes occur. He has comprehensive understanding about the Early Years Foundation Stage, so is able to meet the varying needs of the children, ensuring they have the opportunity to participate in all the available activities. Risk assessments take place daily and effective action eliminates any safety hazards to the children. Inclusive practice is paramount, therefore, all the children, regardless of their background, have the opportunity to flourish and succeed in their learning. Purposeful links with other services that have an effect on the children are in place, such as pre-schools the

children attend, promoting the integration of care. The partnership with parents is substantial, with both parties sharing what they know about the children on a regular basis. This supports the children's continual learning and development and the parents are aided in continuing their learning at home. They receive high quality information about the provision and about the achievements the children are making.

The quality and standards of the early years provision

The children are extremely happy in the care of the childminder, as he is very kind and affectionate towards them. They enjoy his company and request that he joins in with their play, resulting in much laughter. They are thoroughly supported in their learning, as a considerable range of interesting and challenging activities are readily available. Time and consideration is given to each child's individual needs and interests when planning imaginative and exciting play opportunities. This begins with the knowledge the childminder has about the stage the children have attained in their development, which he forms in partnership with parents and other agencies which have an impact on the children's learning. He is then able to develop a rich and personalised plan of activities, which stimulate the children's curiosity and so their progress. Purposeful play takes place both indoors and outdoors. The childminder also takes the children on various outings. A mix of adult- and child-led play is carefully monitored through observation, which informs assessment opportunities, ensuring that progress is consistently evident. The children make space models, such as rockets, from recyclable material and use their imagination to form 3D models of planets. The childminder extends the children's mathematical skills when they take part in baking, as they have the opportunity to weigh and to measure the ingredients. A considerable range of literature, including stories, poems and factual material, help the children to learn that print has meaning and they make marks on paper using a wide range of media. Physical play takes place in the garden, where the children climb, balance and learn to avoid bumping into each other when riding wheeled toys. Additional learning needs are clearly visible, with the childminder being proactive in identifying any disabilities or difficulties, planning accordingly to promote their welfare and education.

There is a vast range of toys and resources, the majority of which are within the children's reach, helping to further their independence as they self-select the toys of their choice. The childminder has an excellent knowledge about the importance of safeguarding the children in his care. He is exceedingly knowledgeable about the possible signs and symptoms of abuse and neglect and about the procedure to follow in the event of witnessing a concern. Records are retained about pre-existing injuries, which are monitored, and an explanation is requested from parents. Extensive steps are taken to promote the children's health and well-being and to prevent the spread of cross-infection, such as a meticulous nappy changing routine. The childminder holds a current first aid certificate and is confident to deal with an accident, should one occur. Accurate details are retained about any medication administered to children for the sake of their good health. The children are taught about the importance of keeping themselves safe, for example, road safety when on outings and to pick up toys off the floor to prevent trips and falls. The children's

behaviour is exemplary, as clear boundaries are in place and the children are aware of what is expected from them.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.