

Inspection report for early years provision

Unique reference number	161522
Inspection date	19/03/2009
Inspector	Sue Vernon
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 2001. She lives in Devizes, Wiltshire with her husband and two children aged three years and one year. The whole of the house is used for minding and there is an enclosed rear garden for outdoor play. The childminder lives within walking distance of local facilities. The childminder is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll. The childminder works with an assistant. The family have a pet cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming environment where children are encouraged to access a wide variety of activities that support their care and learning needs. Effective liaison with parents ensures that the childminder knows each child well and understands each child's individual needs. This enables her to tailor the service she provides in order to promote positive outcomes for the children in her care. The childminder evaluates her own practice and is able to identify areas for development such as building on her knowledge of the six areas of learning in order to further support children's progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against adults
- strengthen links between starting points, observations and assessments to identify learning priorities and plan relevant learning experiences for each child

The leadership and management of the early years provision

The childminder organises her home and daily routines well in order to provide children with a variety of learning opportunities in a safe and secure environment. Resources are stored appropriately in low-level shelves and units so that children can access them independently and initiate their own play. The childminder provides a safe home environment and uses clear procedures to assess risks including possible hazards on her regular visits to local facilities. She helps children learn about their own safety, for example as they discuss road safety during walks.

The childminder has a strong commitment to building close relationships with parents in order to identify children's individual needs. Regular discussions and the exchange of contact diaries and progress record books support good communication between the childminder and each child's parents or carers. Very

clear policies and procedures are in place including a safeguarding policy although this lacks full detail. Copies are given to parents which builds consistency effectively.

The childminder reflects on her own practice and considers areas for improvement. She has implemented the Early Years Foundation Stage (EYFS) and identified the need for developing her records and planning to reflect each child's progress through each of the six areas of learning and development.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She prepares the environment well in order to meet their care and learning needs effectively. Children enjoy the independence of being able to select their own resources from good storage units and their self-esteem is well supported by the displays of their work and reviewing laminated pictures books of their own play experiences. Children's health is well supported by daily routines offering healthy snacks and regular drinks. They enjoy regular exercise in the garden or walks in the local area. Clear policies and procedures are in place that help to protect children from the risk of infection. Children's well-being is supported effectively by the childminder's good understanding of child protection procedures though part of the policy is not in place.

Children enjoy close relationships with the childminder that she builds through good liaison with parents. Each child's individual needs for settling-in are known and supported well. Children respond to her positive methods of dealing with behaviour management which include praise, distraction and encouragement with rewards such as stickers. They learn to value each other as the childminder helps them learn to share toys and take turns politely. All children are included in the play activities and a good selection of books and play resources help children value diversity. Children relish recording their fun as they use a digital camera, for example playing in snow. They further learn the value of technology as they use the computer mouse and printer.

Children are making good progress in their play and learning as the childminder knows each child well. She works well with parents and other EYFS providers to get to know each child's interests and she plans activities that sustain their interest and provide new challenges. For example, a visit to a train museum opened up new dimensions for a child interested in trains. Opportunities to develop language and link phonics to letter recognition arise from local signs seen on walks and children take photographs of new words and letters which they enjoy displaying. Children are encouraged to develop concentration skills as they count pieces of fruit or enjoy books with the childminder and fit train track together. The childminder uses her knowledge of each child to plan future learning and she makes observations on their progress in attractive photograph record books. Although links to next-stage learning are noted these do not clearly link to next-stage learning in all areas. Children enjoy expressing themselves with imaginative messy play such as mark-making in trays of shaving foam.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 the last inspection that required the provider 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.