

Inspection report for early years provision

Unique reference number	EY302445
Inspection date	23/09/2008
Inspector	Susan June Stone / 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 has been registered since March 2005. She lives in a semi detached house in Frome, Somerset, with her husband and their two young sons. The whole house is used for childminding. The ground floor offers lounge room, dining room, kitchen, conservatory playroom and toilet facilities. The first floor offers three bedrooms and bathroom facilities. There is an enclosed garden at the back of the house for playing outdoors. The childminder lives within walking distance of the schools and local amenities.

The childminder is registered to care for a maximum of four children under eight years at any one time. Additional children can be cared for when working with an assistant. At present she is caring for eleven children, all on a part time basis. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The family have two cats as pets.

Overall effectiveness of the early years provision

Children are cared for in a welcoming environment and enjoy their time with the childminder. The childminder and her assistant create a safe and caring atmosphere, which contributes to the children feeling comfortable and secure, enabling them to learn and develop as they play and interact with each other. Children's individual needs are generally supported well as the childminder has a good understanding of their welfare and learning abilities. The childminder has a strong partnership with parents, and is considering how links with other settings can be established. The childminder's practice is inclusive. Good levels of communication and information sharing helps to ensure the childminder has a good understanding of the needs and routines of each child cared for. Through outings and activities the childminder helps children to learn about their local environment, the natural world and differing aspects of diversity. The childminder has begun to implement systems to evaluate her practice, such as using parent questionnaires, but these systems are still in their infancy and as yet are not an effective tool to identify weakness or build on already good practice.

What steps need to be taken to improve provision further?

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

- further develop the use of observations and assessments to help plan and provide activities in order to meet children's individual learning and developmental needs
- further develop systems for self-evaluation in order to help to promote continuous improvement to the provision and outcomes for children

The leadership and management of the early years provision

The childminder's home is well equipped and organised. She works well with her assistant to ensure a welcoming and attractive environment is provided for children and parents. Her home is used well to ensure children can move around freely and safely as they choose their activities from the good range of resources offered. Policies and procedures are implemented well to ensure children's safety and welfare are suitably protected. Written risk assessments are regularly completed and necessary actions to address identified hazards are recorded. The childminder and her assistant ensure children are well supervised at all times; they support children in their play, helping them to learn and develop from the experiences offered. They are pro-active in visually identifying potential hazards to the children, such as putting the slide on its side to deny access to the children during outside play, as suitable supervision could not be guaranteed due to the wealth of other activities on offer.

The childminder shows a commitment to developing her knowledge and skills by completing training provided by the local authority and she is independently studying for a diploma in Home-based childcare. She successfully addressed the recommendations from her last inspection. She informally evaluates her own practices, and is beginning to keep a written record, though the systems in place are not yet fully developed to effectively contribute to the continual improvement of the provision.

The childminder promotes positive working relationships with parents. There is a good level of verbal communication for sharing information relating to each child, which is also supplemented by the use of daily diaries. The childminder uses information from parents, such as the children's interests and routines, to help her to plan and provide for their individual needs and requirements. She works hard to ensure consistency of care is promoted.

The quality and standards of the early years provision

The childminder demonstrates a secure understanding of children's developing needs and offers a good range of interesting activities which the children enjoy and which contribute to their learning and development. The childminder is developing a system for recording her observation of children's play and their achievements. She is recording what they have done and possible lines for development. There is however no evidence to suggest that this information is used to plan and provide specific activities to encourage children's progress for the identified areas of development, to encourage them to take the next steps in their learning. The childminder knows the children well, and their likes and interests, and adapts activities to take these into account. The children enjoy mixing and pouring, so the childminder provides these types of activities in different ways to sustain the children's interests, such as using dry pasta, beans, seeds and pulses, sand or water. She adds different 'treasures' for the children to discover, like animals, shells, rocks and pebbles. The childminder and her assistant sit on the floor with the children. They communicate well with the children and use effective questioning to

make the children think, such as 'do you think it will all fit in this container?' and wait for the children's response. They further promote children's speech as they ask what noises different animals make, the children enjoy making the noises of frogs and pigs, laughing with the adults at the sounds they are making. The children enjoy books for stories, they all listen attentively at the group story time before lunch, and enjoy snuggling into adults as they look at books together. The childminder provides daily opportunities for the children to access the outdoors, either playing in the garden or going on an outing. These opportunities help the children to develop their co-ordination and benefit from the fresh air.

The welfare and health of the children is promoted well through the childminder's good level of commitment and clear understanding of the requirements and guidance. Effective practice, policies and procedures are individual to the setting. Her good safeguarding procedures, such as robust risk assessment of the home and outings, are organised well. The childminder offers explanation and discussion to teach children about potential hazards, such as using the see-saw carefully and picking up toys so as not to trip over them. Children receive good support from the childminder and her assistant. The children are happy and settled as they are very caring and sensitive towards their needs. Children are confident due to the consistent approach. They are developing an understanding of the boundaries and expectations for behaviour and are beginning to learn to share and take turns, such as sharing the bowls and utensils when playing with the pasta and taking turns to use the see-saw together. Children are developing an understanding of their local community and the wider world through visits and outings and other planned activities. They have access to a range of resources that reflect differing aspects of diversity.

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?	Good
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?	Good
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?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
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
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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.

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.