

Inspection report for early years provision

Unique reference number	142480
Inspection date	14/01/2009
Inspector	Elaine Douglas
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 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and 14 years. They live in a terraced house in Taunton. The whole of the ground floor and the first floor bathroom are used for childminding. Access to the property is via a few steps. There is a fully enclosed garden and patio for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding five children in the early years age group and two children over five before and after school, as well as three children in the school holidays only. The childminder walks to local schools to take and collect children. The family has two guinea pigs.

The childminder is a member of an approved network and is currently in receipt of funding for early education for three and four-year-olds. She holds a level 3 qualification and is a member of Sure Start Children Come First and Taunton Deane Childminding Associations.

Overall effectiveness of the early years provision

The childminder routinely meets children's individual needs through recognising their uniqueness and ensuring no child is disadvantaged. Highly effective systems lead to ongoing improvements of the provision and the childminder regularly updating her knowledge. Children make rapid progress in their learning and development because the childminder provides an enabling environment and excellent interaction. Children's welfare and the partnership with parents is given highest priority, which ensures they are safeguarded and have extremely positive outcomes.

What steps need to be taken to improve provision further?

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

- ensuring children's records clearly state which parent(s) the child normally lives with

The leadership and management of the early years provision

The childminder is highly skilled in ensuring each child is achieving as much as they can through regularly monitoring their development and planning for their individual needs. Her inclusive practice is exemplary and consequently children display high self-esteem. For example, she ensures that resources meet the developmental needs of all the children present, so they can all take part in the

activities. The childminder is extremely committed to building on her excellent service, by identifying ongoing improvements and personal development. For example, she is looking to install a video camera into the bird box, as this is of particular interest to the children. She has also put her name down on a waiting list to renew her first aid qualification, even though it does not expire until later in the year. Overall, the steps taken to safeguard children are excellent.

The childminder has reviewed all her documentation to ensure it is in line with current legislation. Children's files are very well organised. However, records of who the child normally lives with are not clear for every child, although the childminder knows the families well. Very sensitive settling in procedures underpin the highly effective partnership with parents, and consequently children are extremely settled and confident in the childminder's home. Children benefit from the childminder recognising the importance of working in partnership with parents and other carers. For example, she carefully adheres to babies' care routines, keeps parents central to their child's learning and liaises with any nursery or other carer the child may attend. She actively seeks the parents' and children's feedback on her service, and involves them as much as possible in decisions about the provision.

The quality and standards of the early years provision

Children are cared for in a safe, secure environment in which thorough risk assessments both inside and on outings keep children safe, while promoting their development. For example, a stair-gate prevents access to unregistered areas, while allowing children to independently access the extensive range of resources in different rooms. The exceptional organisation of educational play equipment supports children in becoming active learners through investigation and self-chosen activities. Consequently, children are highly motivated and spend their time very productively. Children are proud of their achievements and enjoy recalling things they have done when looking at photographs. Children display high levels of concentration and remain at activities until they have completed them to their own satisfaction. For example, children recognise when a piece is missing from a puzzle and systematically look through other puzzles to find it. Older children learn to take turns and understand 'rules' through playing games, such as Snap.

Children are extremely well behaved and through the childminder being an excellent role model they are polite and thoughtful towards each other. The older children help the younger and encourage them to join in with their games. The childminder makes regular observations of the children's achievements and evaluates them to record children's progress towards the early learning goals. The thorough assessments identify each child's next steps for learning, which is used to plan interesting activities and play opportunities. All children receive excellent interaction from the childminder, who skilfully supports their development without taking over. This ensures that children are confident to develop new skills through trial and error.

Children make rapid progress because the childminder uses every opportunity to promote their welfare and development. For example, a visit to the shops to

purchase a train track is followed up with a visit to the train station to see real trains. Daily routines provide excellent learning opportunities. For example, children grow their own vegetables and get involved in preparing them, as well as choosing what to have for their snack. All of which supports them in developing a very good awareness of healthy eating. Children learn about road safety and 'stranger danger' while off the premises. They develop an excellent awareness that their own actions have consequences which may put themselves or others at risk. The childminder listens attentively to children and values their opinions, consequently, they treat each other with the same respect.

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 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.