

Inspection report for early years provision

Unique reference number	EY282426
Inspection date	16/03/2009
Inspector	Carole Argles
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 was registered in 2004. She lives with her partner and their three children, aged 13, five and nine months, in a residential area of Yeovil in Somerset. All ground floor areas of her premises and a first floor bathroom and bedroom are used for childminding. There is an enclosed rear garden for outdoor activities. Her home is within walking distance of local amenities including parks, schools and pre-schools.

The childminder is registered to care for a maximum of four children aged one to under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and the Somerset Childminding Network. She holds an NVQ Level 3 childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, safe and well cared for in a comfortable family home. They form warm relationships with the childminder who knows them well and ensures that their individual needs are met. They take part in a wide range of activities and make good progress in their learning. The childminder is establishing good partnerships with the parents and keeps them well informed about their child's care. She is committed to continual development and monitors and evaluates the quality of her childminding service so she can make further improvements to benefit the children.

What steps need to be taken to improve provision further?

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

- consider ways of working more closely with parents and other practitioners to ensure that there is continuity in the children's learning

The leadership and management of the early years provision

The childminder is well organised and has all the records, policies and procedures in place to support the children's welfare effectively. She makes good use of her home to provide a range of activities, arranging furniture to maximise space so that children can move around freely and safely. Suitable safety equipment is in place to reduce the likelihood of accidental injury to the children. The childminder carries out regular risk assessments and checks her premises daily and this is generally effective in reducing the likelihood of accidental injury to the children. There are sensible measures in place to reduce the risk of cross infection and the

premises, toys and equipment are kept clean and hygienic. Parents provide packed lunches for their child and the childminder provides healthy snacks and cooked evening meals which always include fresh fruit or vegetables. She works well with parents to ensure that any special dietary needs are met. She understands of how to safeguard children from harm and ensures that they are never alone with any one who has not been vetted.

The childminder has made many improvements to the quality of her childminding service. She frequently undertakes training and this has increased her knowledge and understanding of good childcare practice. Since the last inspection, she has broadened the range of indoor and outdoor activities to enhance children's learning. She has implemented suitable measures to increase their safety. She is well motivated and continues to develop the quality of care she provides and has recently introduced many new initiatives which have had a positive impact on the care she provides.

There is continuity in children's care because the childminder and parents exchange information about them daily. Appropriate written agreements and consents are in place so that she can meet their wishes for their child. Parents receive copies of all her policies and procedures so they know what is being provided. The childminder keeps them well informed about their child's progress. She is introducing ways of increasing their involvement in monitoring and planning the next steps in their learning.

The quality and standards of the early years provision

The children enjoy their time with the childminder and are busy and well occupied. They learn through their play and take part in a variety of activities that support all areas of their development effectively. The childminder frequently observes the children to see what they can achieve. She uses this information well to track their progress towards the early learning goals and to help her plan the next steps in their learning. Although most activities are child-initiated, she is skilful at using unplanned opportunities to help them make progress. She asks many questions that encourage them to think and she helps them learn new skills. She models counting as she throws a ball to a young child saying 'one, two, three go' and they copy her and later start to use numbers spontaneously in their play. They solve problems as they stack beakers of different sizes and she shows them how to make them fit together. The children find out about the world around them and investigate materials such as sand and water. They find out about nature and hunt for snail shells in the garden. Older children take part in cooking activities, helping to prepare healthy snacks and meals. Although the childminder helps them with their school homework, at present she has not set up other ways of sharing information with their teachers to ensure that there is continuity in children's learning.

The children are settled and confident because they feel secure in the childminder's care. There is plenty of interaction and conversation between them and the childminder supports the younger children's communication and language development well. As they look at books together, she makes good use of

opportunities to extend their vocabulary, talking and asking questions about what they see. The children are encouraged to be independent and they choose freely from the wide range of toys and activities that are stored where readily accessible in the play area. They are encouraged to think about their own safety and well-being. They talk about crossing roads safely as they walk to school, listening and watching for traffic. They learn good hygiene routines. They take off their shoes after playing outside and always wash their hands before eating. They are encouraged to be active and walk to and from school. They go out in the fresh air daily and enjoy playing in the garden. The childminder supports their physical development and helps them learn new skills such as catching and throwing balls and jumping with both feet on the trampoline. The children behave well and learn to share fairly and play cooperatively with others. The childminder has a positive approach to behaviour management and has consistent age-appropriate expectations and explains to the children why these are in place. She praises children so they know when they have behaved well. All their achievements are recognised and celebrated and they develop good self-esteem.

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.

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.