

Inspection report for early years provision

Unique reference number	EY294691
Inspection date	15/06/2009
Inspector	Susan June Stone
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 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 2004. She lives in the town of Frome in Somerset, and is registered to offer care from her grandmothers home, which is also in Frome. Most of the downstairs is available for childminding purposes. Children have access to a dedicated play room, rear garden, upstairs bathroom and a bedroom for sleeping, with occasional use of the lounge.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age eight years at any one time, three of whom may be in the early years age range. She is currently minding six children of whom three are in the early years age range.

The childminder attends the local carer and toddler group on a regular basis. She is well qualified, holding an NNEB certificate, first aid as well as baby massage and face painting.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a safe and welcoming environment where they enjoy their time with the childminder. She has a strong partnership with parents, which contributes to her understanding children's individual needs and interests and helps her to provide good quality care and opportunities which encourage the children's learning and development. The childminder generally organises her provision and documentation well and has begun to implement systems to monitor and evaluate her practice, to help develop her own skills and knowledge and keep up-to-date with relevant childcare practices.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for monitoring children's progress and achievements; match the observations of children to the expectations of the learning goals and use information gained to help plan activities to further support individual learning and development
- develop systems to liaise with other providers delivering the EYFS for children to ensure progression and continuity of learning and care
- increase resources which present positive images of people's differences, to help young children develop an awareness of the wider world.

The leadership and management of the early years provision

The childminder generally implements effective policies that promote children's safety and welfare. She carries out risk assessments to ensure that children can move around freely and play in a safe environment both in the home and when on outings. She organises the setting to maintain a safe and hygienic environment for children, and she dedicates her time to them to provide support and supervision to help them feel welcome and secure. As a result, children play freely and independently within a clean and safe environment and are well supported. The childminder demonstrates a good knowledge of safeguarding issues to support her in protecting children from harm. She has a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow with any such concerns.

The childminder has strong, positive relationships with parents, which include flexible agreements, on occasions, to suit individual needs. There are opportunities daily for verbally sharing information to help meet children's individual welfare needs. The childminder has not yet established effective links with other provisions that the children also attend though, to ensure a consistent delivery of the Early Years Foundation Stage (EYFS) to enable children's learning needs and well-being to be fully nurtured and promoted.

The childminder has informally thought about and identified some areas of her practice she feels she needs to develop and she has successfully addressed most of the areas for improvement from her last inspection. She has been proactive in attending EYFS training provided by the local authority to help her keep up to date with recent changes.

The quality and standards of the early years provision

Children play and learn in a warm and caring environment where they make good relationships with their childminder and develop confidence and a sense of belonging. The childminder has a good understanding of child development and uses this to provide a broad range of experiences, both inside and out, which help children make satisfactory progress in all areas of their learning and development. Children have access to a suitable range of toys and resources which are organised to allow them to select for themselves according to their age and development. However, there is a limited range of resources which reflect positive images of people's differences to help children develop an awareness of the wider world.

The childminder knows the likes and interests of the children attending, and provides activities to reflect these. She plans some activities for the children and has introduced a system for observations and assessment to monitor children's progress and achievements. She is recording what they have achieved within the six areas of learning, however, she is not yet linking these effectively to the development stages of the EYFS and the information gained from these is not used to help her plan and provide activities that will continue to encourage and support children to take the next steps in their individual learning and development within

the EYFS. The childminder is suitably involved with the children, she talks to the children as they play, broadening their understanding, encouraging language and communication through discussion. They laugh together as the child pretends to cut off the ears and whiskers of the play dough rabbit which they have made. The childminder pretends to cry saying 'ooh that's cruel', she is reassured by the child who says 'its ok, I'm only joking'. They work together to make the marble run, deciding how to change the design to make the pieces fit together, looking for the longer and shorter pieces that will fit. They sit together to look at books, counting the different items, looking at the numbers and how they are written as words, they talk about the different shapes and the triangle tent being called a tepee. It is evident that close, caring relationships have been developed.

Suitable routines are followed by the childminder to promote children's health and well-being. Children's health is promoted effectively through the clean and well-maintained environment. Drinks are offered frequently alongside nutritious meals that are provided by the parents. Appropriate measures are taken to promote children's safety. The childminder reminds children how to help to ensure their own safety, such as not standing on the chair, explaining the reasons why it is not sensible. Through consistent strategies applied by the childminder the children understand the boundaries and expectations for behaviour and are polite and courteous to others.

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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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