

Inspection report for early years provision

Unique reference number	161704
Inspection date	12/01/2009
Inspector	Susan Esther Harvey
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 1996. She lives with her partner and adult daughter in Chippenham, Wiltshire. She works with her other daughter, who is also a registered childminder. The family have a pet dog. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The property is accessed by one step.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children in the early years age group and a maximum of six under eight years. When working with another childminder, she is registered to care for nine children under eight years. There are currently four children in the early years age group on roll who attend on a full-time and part-time basis.

Overall effectiveness of the early years provision

Children are cared for in a welcoming and stimulating environment. They have a positive experience with a caring childminder. She recognises the uniqueness of each child and is inclusive in her practice. Outcomes for children's welfare are effectively promoted by the childminder, through her clear understanding of health and safety issues. She is committed to ongoing training and development in order to continually improve her practice. The childminder manages relationships with parents appropriately so that the outcomes for children are effectively supported. Children make good progress in their learning and development in all six areas of learning.

What steps need to be taken to improve provision further?

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

- use the experiences children bring from home and include the information in the planning in order to extend their individual learning opportunities

The leadership and management of the early years provision

Children enjoy a pleasant experience in a colourful and stimulating environment. Their time spent with the childminder is well organised. They enjoy a range of activities and have easy access to resources which are available to children of all ages. Children are safeguarded and protected through the childminder's sound understanding of child protection procedures and regular updating of information. A comprehensive risk assessment ensures the safety of children indoors, outdoors and on outings.

Children's progress is evaluated and assessed by the childminder using photographic evidence and examples of their work. She has an appropriate

understanding of the Early Years Foundation Stage(EYFS) framework , which also helps in identifying the next stage in children's learning. As a result, this underpinning knowledge has a clear impact on children's learning and development. She is committed to improving her practice and increasing her professional development, for example, plans are in place to extend her knowledge of behaviour management and the recommendations from the previous inspection have been addressed.

Children's individual needs and interests are part of the childminder's focus. Planning is detailed but information about children's learning abilities at home does not form part of a regular discussion, nor is it included in the planning. As a result, the two way flow of information with parents is not fully explored. However, parents are provided with a copy of informative policies and procedures which are implemented effectively by the childminder in all areas of her practice. Parents are informed of children's activities and achievements through a weekly information sheet, indicating what the children have been doing with the childminder each day. Also, parents are provided with further information about children's activities and outings shown in their individual scrap books. Children's learning experience outside of the home is increased through the range of outings planned by the childminder. This includes bus and train rides and visits to wildlife parks.

The childminder's practice is inclusive as she has appropriate knowledge of each child's background and needs. Children learn about cultures and festivals in order to understand and celebrate similarities and differences in a diverse society. This is brought alive through various activities and story books. Children benefit from the good level of physical contact with the childminder who quickly responds to their individual needs.

The quality and standards of the early years provision

Children are happy and content in the care of the childminder. They enjoy a range of activities which have been identified in the planning, such as, the opportunity for children to develop their hand-eye coordination and mark making skills. For example, various sized brushes are used by the children to paint pictures, they have the chance to feel textures and swirl fingers around in dry rice and pasta trays. They concentrate while cutting cooked pasta with scissors and comparing the different lengths. Children have an appropriate balance of adult-led activities and ones they can choose for themselves. This includes developing their imagination with the chance to choose from a range of dressing-up clothes, and make pretend 'tea' and 'serve' food to the childminder.

Children clearly feel settled in the care of the childminder. There are positive relationships developing between all the children and with the childminder. Children understand the boundaries of behaviour, they are kind towards each other and learn to how to be sociable while visiting the local toddler group and library with the childminder. They are encouraged to share and take turns, which gives them a suitable foundation for their future lives.

Children's well-being and understanding about keeping healthy is promoted

effectively as they go out in the fresh air most days. The childminder provides nutritious home cooked meals and healthy snacks, which are thoroughly enjoyed by the children. Children learn various social skills such as setting the table for lunch with their personalised table mats and using a knife and fork appropriately. They are encouraged to have regular drinks throughout the day as cups of water are readily available. Children learn clear hygiene routines by using easy to follow instructions displayed in the bathroom which includes how to wash and dry their hands correctly. The childminder provides named individual towels as a means of helping children to learn how to prevent the spread of infection.

The childminder cares for children competently and they play safely through her careful supervision. She identifies potential risks to children's safety both on and off the premises. This includes regular emergency evacuation drills which children take part in, therefore, helping them to understand how to evacuate the premises safely and quickly when needed. Children are also encouraged to keep themselves safe by picking up toys from the floor after use.

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

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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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