

## Inspection report for early years provision

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<b>Unique reference number</b>	EY251141
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Linda Janet Witts

<b>Type of setting</b>	Childminder
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## 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 has been registered since December 2002. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children aged under eight years, of whom three may be in the early years age range at any one time. There are currently seven children on roll, of whom three are in the early years age range.

The childminder lives with her husband and their son, aged over eight years. The family has a pet dog and a rabbit. Their home is a small semi-detached house situated in a suburb of Chippenham. Local amenities include shops, parks, schools, pre-school and toddler groups, a soft play centre and library. Minded children play primarily within the ground floor lounge and playroom. Toilet and sleep facilities are available on the first-floor of the home. There is an enclosed rear garden used for outdoor play.

The childminder is nearing completion of a Level 3 National Vocational Qualification in Childcare. She has also completed first aid, child protection and food hygiene training.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time with the childminder and make good progress in their learning and development. The enthusiastic childminder demonstrates a good awareness of each child's individual needs and works closely with children's parents to meet those needs. Successful partnerships with other settings children attend are also established. The childminder motivates and supports children in their play and ensures that all aspects of their welfare are promoted successfully. She reflects on her practice and is committed to improvement.

## What steps need to be taken to improve provision further?

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

- continue to promote good hygiene practice, including making sure that children wash their hands after handling potentially contaminated items to minimise the risk of cross-infection
- encourage parents to contribute to their children's progress records, recognising their valued involvement in their children's learning

## The leadership and management of the early years provision

The childminder is experienced, enthusiastic in her work and well organised. She identifies her own training needs and embraces training opportunities. The

childminder has a sound knowledge of the Early Years Foundation Stage framework and a very good understanding of how to support children in their development.

The childminder's home provides a warm and welcoming environment for children. Space is used effectively to accommodate a good range of activities. The activities offered to children are planned in order to aid their development and take account of children's individual interests. Children benefit from regular outdoor play and excursions add variety to their experiences.

A strong partnership with parents is established. The childminder gathers information about each child's needs by talking with their parents and she uses this knowledge to support their learning and development. Parents are encouraged to share information and individual diaries are used to record information, such as, food eaten and activities undertaken each day with the childminder. Each child has a file in which samples of their work, photographs of them at play and some observations and assessments of their progress are documented. These are shared with parents but parents are not encouraged to contribute to these records. Where children attend other settings, the childminder has developed a friendly relationship with staff. Information is shared regularly between practitioners, with parents' consent, about children's progress and about planned activities. In this way the childminder ensures continuity of care and also that her provision complements the education and care children receive elsewhere.

The childminder maintains all legally required documentation well and has developed comprehensive written information about her provision which she shares with parents. Hygiene practice followed is mostly very good. Healthy eating is encouraged. Good arrangements exist to ensure children are safe and well cared for. The childminder has carried out a thorough risk assessment of her home, garden and individual assessments for different types of outings including places of interest they visit. A record of her findings is made. The home is seen to be safe and secure but the methods used to minimise risks do not all correspond with safety action documented.

The childminder has begun to reflect on and evaluate her practice, to identify areas for further improvement. She has also sought feedback from children's parents to aid her self-evaluation. Parents' feedback confirms that they are very happy with the childminder's service.

## **The quality and standards of the early years provision**

All children are supported well by the childminder who knows each of their individual needs, likes and dislikes. The children are settled and happy in the childminder's care. They receive reassurance and encouragement to try new things. They gain independence from a young age, making choices in their play and making their needs known. Children can access a selection of toys and resources set out in the lounge and play room and further activities are planned to successfully cover each of the six areas of learning within the Early Years Foundation Stage.

The childminder supports children effectively in their learning and development. She instinctively knows when to play an active role in children's play and when to stand back and let children play freely. She shows a genuine interest in what children have to say and actively encourages development in communication, language and literacy. She introduces new vocabulary, talks through what they are doing and poses questions to encourage language and thinking. The children are very chatty and are keen to talk about their experiences. The children like to look at books with the childminder and show interest in illustrations. They choose favourite books for the childminder to read and will often ask that she reads them repeatedly. They show interest in information and communication technology and like to explore and investigate. Young children are introduced to problem solving, reasoning and numeracy through number rhymes and opportunities that arise during the course of routine activities.

Children are taken out into the local community and the childminder recognises the need to help children to value diversity. She has a few resources that reflect positive images of culture, ethnicity and disability. The children thoroughly enjoy the exciting excursions to places of interest. For example, a visit to Southwick Country Park enables children to get up close to animals, to explore the nature trail and enjoy a picnic. A two-year-old excitedly investigates mole hills, searching for moles. At Lackham College children hand-feed deer, are fascinated by lambs and enjoy a tractor ride. The children love to splash in muddy puddles and the young children thrive outdoors enjoying plenty of fresh air and exercise.

The children are very creative. They enthusiastically participate in creative activities at the local scrap store, toddler group and at the childminder's home. They make props to use for role play, such as, a boat and a car. Two and three-year-olds 'take trips' to the 'seaside' and the 'zoo', stopping at 'traffic lights' and calling to the childminder to mind out of the way. A two-year-old stops to give the car a clean before setting off on another 'journey'.

Children follow suitable hygiene routines before they eat and after using the toilet. Occasionally when children help the childminder to take items to the dustbin they do not wash their hands, increasing the risk of cross-infection. The childminder does effectively help children to learn to keep safe through regular fire drills and throughout the course of their play. For example, when playing with the play kitchen the childminder talks to the children about taking care not to burn themselves on the hob, oven or hot food. Road safety is also practised when they go out for walks or travel in a vehicle.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met