

Inspection report for early years provision

Unique reference number	142731
Inspection date	29/01/2009
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 2000. 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 three of their four grown up children. They live in a house in central Yeovil. The whole of the ground floor is used for childminding, which includes a lounge, play room, conservatory, and dining room. Sleep and toilet facilities are provided on the first floor. There is a fully enclosed rear garden available for outside play. Access to the property is via two steps.

The childminder is registered to care for a maximum of six children at any one time, and is currently minding six children in the early years age group and two school age children. She also cares for children over the age of eight years. The childminder walks to local schools to take and collect children. The childminder is a qualified primary school teacher. She is a member of the National Childminding Association, the Somerset Childminding Network and the local childminding group.

Overall effectiveness of the early years provision

The childminder's excellent knowledge of each child's individual needs ensures that she successfully promotes their welfare and learning. Children are effectively safeguarded at all times and are developing a very good awareness of a safe and healthy lifestyle. The partnership with parents is a key strength, which ensures children's needs are very well met. The childminder continually evaluates her provision to set priorities for improvement. This ensures good outcomes for children, and means they make rapid progress considering their starting points and abilities. Children have good opportunities to learn about their own local environment and the world around them.

What steps need to be taken to improve provision further?

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

- including parents' contributions in the children's assessments to maintain a complete record of their development

The leadership and management of the early years provision

The childminder organises the outstanding child centred environment extremely effectively, which impacts on children's confidence and self-esteem. They are able to make independent choices and move around the premises safely. Consequently, activities are open and accessible to all. Children's health and safety is given high priority, and the childminder actively seeks relevant guidance and support. For example, she has attended the local hospital to gain advice on administering specialist medication and takes an emergency bag with her when off the premises.

The childminder regularly updates her knowledge by attending training workshops and network meetings. She reviews her provision and continually looks for ways to make improvements. For example, she is currently using two different methods to track children's progress, to see which is more effective.

The childminder has well documented policies and procedures, which she implements effectively and shares with parents to ensure consistency. Regular risk assessments both inside and off the premises keep children safe, while ensuring they continue to develop. Parents receive excellent information which enables them to protect their child's welfare. The two way verbal and written communication ensures children's needs and parents wishes are always adhered to. For example, babies' routines and weaning are individual to each child. The childminder provides a positive role model for children, and consequently children learn to think of each other and value their differences.

The quality and standards of the early years provision

All children have excellent opportunities to become independent learners in the welcoming, well organised environment. For example, children act out familiar experiences as they dress up, make pretend meals and feed the baby dolls. They select construction toys and begin to solve problems through trial and error. Children are encouraged to engage in conversations and babies respond with delight to the childminder's soothing interaction. The childminder regularly observes the children to identify their interests and their achievements. She uses photographs and anecdotal evidence linked to the early learning goals. This information is used to plan for each individual child, which means they are motivated to learn and spend their time productively. For example, children's love of books is extended by introducing nursery rhymes and puppets, and babies explore treasure baskets using all their senses. The childminder knows the children very well through observation and constant communication with parents. However, parents contributions are not recorded in their child's assessments. Children benefit from well planned adult led activities, as well as impromptu situations. For example, the workmen digging up the path prompts discussions about the equipment they are using. The childminder skilfully supports children's learning through making suggestions and asking good open ended questions. She allows them to do as much as they can for themselves, so they learn from first hand experiences.

Children develop healthy practices through their daily routines. All children are able to help themselves to their drinks and are regularly reminded by the childminder. They make healthy choices from the snack provided, such as breadsticks, grapes and cheese. Children wash their hands after using the toilet or having their nappy changed, and before eating. Rooms are comfortably heated and ventilated, and hygienic nappy changing procedures protect them from cross contamination. Children have regular opportunities to be outside and have physical exercise. For example, they visit nature and play parks, go for walks and enjoy a range of activities on the decking. They attend several different groups in the area which provides a wider range of activities and promotes their awareness of their own community. Children regularly take part in practising the emergency evacuation

procedures and have an excellent awareness of the childminder's expectations. Consequently, they learn to keep themselves safe through their own actions and exemplary behaviour. Children build excellent relationships with each other and the childminder. Older children are gentle and kind with the younger, and include them in their play. For example, older children read to toddlers and toddlers show things they have made, to the babies.

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

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

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.