

Inspection report for early years provision

Unique reference number	EY227261
Inspection date	19/01/2009
Inspector	Janet Armstrong
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 has been registered since 2002. She lives with her husband and two daughters, aged 10 and 12 years in a semi-detached house in Yeovil, Somerset. The ground floor is used as the main accommodation for childminding purposes. This comprises of a living/dining room, kitchen and cloakroom. Rest facilities are available on the first floor. There is a fully enclosed garden available for outside play. The family have a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children, three of whom may be in the early years age group. There are currently 12 children on roll, five of whom are in the early years age group and all attend on a part time basis. The childminder works alongside an assistant as required, when a maximum of nine children are allowed. The childminder also cares for children over eight years of age.

The childminder is a member of the National Childminding Association and a local childminding network. She is currently studying towards a National Vocational Qualification at level 3 in childcare and education.

Overall effectiveness of the early years provision

Children's welfare and learning outcomes are positively promoted. The childminder knows the individual children well and offers a good range of activities and appropriate challenges to promote their learning. Good interaction and support from the childminder means that children have high levels of confidence and are making good progress through the Early Years Foundation Stage. New systems in place enable the childminder to monitor her own effectiveness and will support her to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further improve the organisation of play provision to offer children easier access and independent choice.

The leadership and management of the early years provision

The childminder is very professional and dedicated in providing good quality care and education to children. A comprehensive range of written policies are in place that detail the childminder's procedures and practices followed. She attends regular training courses that enables her to keep up-to-date with good childcare practices and promote positive outcomes. The childminder is clear on child protection issues and the correct procedures to follow to safeguard children's

welfare. Regular risk assessments enable her to monitor and maintain a safe environment for children to play in. Newly introduced self-evaluation systems show that the childminder has a realistic view of her strengths and weaknesses. This will enable her to evaluate her practice and identify areas to address to promote continuous improvement.

Positive relationships have been developed with parents to ensure children receive continuity and consistency of care between the home and the childminder. Each parent is provided with a copy of the written policies and procedures. Daily discussions regarding the children's care and learning needs and the regular sharing of children's records of assessment means that parents are kept well informed about their children's progress. Positive steps are being taken to work with other settings that the children attend to promote further continuity.

The quality and standards of the early years provision

The children's welfare requirements are met well. They engage in positive practices that teach them about potential hazards around them. For example, when on outings children learn about road safety. The childminder extends on this learning by encouraging the children to act out different roles and situations when crossing the road using the play provision at home. This helps children to make sense of the expectations and explore different scenarios.

Children are confident, happy and settled in the homely environment provided for them. They receive positive levels of encouragement and support to become involved in their play. They receive high levels of interaction from the childminder, who uses her knowledge of child development and each child's needs well to reassure and encourage them to explore. For example, the childminder provides very young children with mushy peas, mashed potatoes and baked beans to explore texture and engage in messy play activities using their senses without harm from eating it. This shows that the childminder has given careful consideration to how she can extend this area of their development positively through meaningful and well planned activities.

The childminder ensures that children have independent access to a good choice of play provision and supports this through suggesting new ideas to extend their learning. For example, using the play food to go shopping and then on a teddy bears picnic. The storage of younger children's play provision does not fully enable them to benefit from the variety on offer, as it is stored in a large toy box which means that not all activities are easily accessible or complete. For example, items at the bottom are not easily identifiable and puzzle pieces are not together.

The childminder uses documentation well to record key observations and track the children's individual progress through the Early Years Foundation Stage. These enable her to successfully identify the children's next steps in their learning and outline a key aim for each week through specific planned activities and regular daily routines to support and extend individual needs.

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?	3
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.