

Inspection report for early years provision

Unique reference number	EY302718
Inspection date	23/04/2009
Inspector	Karen Louise Prager

Type of setting	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 a registered minder since April 2005. She lives with her husband and two children, one who is an adult and one who is still at school. The family have a dog. They live in the Taw Hill area of Swindon, Wiltshire in a home that is easily accessible at street level. The whole of the property is available for childminding though children spend the majority of their time on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, including no more than three within the early years age group. She is currently caring for four children within the early years age group, who attend on a part time basis. The childminder also cares for older age children. The childminder walks to the local school and pre-school to take and collect children. She attends the local carer and toddler group and makes use of community facilities, including parks and shops. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy a positive experience of the Early Years Foundation Stage with this caring childminder, owing to the range of activities and good quality care provided. All are welcomed into the setting and the childminder works closely with parents to ensure the children's needs are well met. The childminder meets children's individual welfare requirements effectively and the wide range of activities and experiences she provides for children enables them to make good progress whilst having fun. The childminder has begun to implement procedures to record this information. The childminder effectively develops her practice through regular reflection on her current practice and taking appropriate steps to improve the provision for children.

What steps need to be taken to improve provision further?

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

- extend communication with parents and other carers to include them in planning the next steps for children's development
- develop written planning to give a clear link between identified targets and activities carried out

The leadership and management of the early years provision

The childminder organises her documents methodically, which ensures they are easily accessible when needed. All required documentation is in place and kept up

to date to ensure accuracy of information. The childminder has an effective set of policies and procedures to underpin her practice and promote children's welfare.

The childminder reflects effectively on her practice and shows good capacity to improve what she offers children. Good use is made of both formal and informal self-evaluation. She willingly undertakes training and liaises with others to improve her practice and awareness of changes to legislation relating to young children. The childminder establishes the initial care needs of children prior to them attending, though discussion with parents. Ongoing discussion ensures that a two way flow of communication is maintained, thus improving outcomes for children. However, the childminder does not currently include the views of parents and other carers when planning activities for the children.

The childminder ensures that children are safeguarded through regular risk assessments. The home is organised effectively to ensure children are kept safe, through, for example, ensuring the safety of doors and the appropriate availability of a fire blanket and smoke detectors. Children learn to keep themselves safe when out of the home as they learn to keep away from the edge of the lake when feeding ducks and they develop an appropriate level of road safety awareness when they walk to the local school.

The quality and standards of the early years provision

The children's welfare and learning is promoted well through the childminder's ongoing commitment to improving her provision and sound understanding of the requirements and guidance. This knowledge enables the childminder to plan appropriate activities for the children cared for. The childminder has a sound understanding of the Early Years Foundation Stage learning and development requirements. As a result children are well supported in their learning and development. They enjoy being with the childminder and have settled well in her care. They also feel at ease around strangers, freely interacting with them and talking about what they are doing. Children feel confident to express themselves and their communication is well supported by the childminder who responds sensitively to their developing language. The childminder makes regular observations about the children, shares these with the parents and uses them to plan future activities. However, the childminder does not involve parents and other carers of the children when planning the children's next steps. This means that children may not be consistently offered activities which interest them and are sufficiently challenging.

The childminder's home is organised to meet the needs of the children effectively. There is a wide range of age appropriate toys available to the children. Easily accessible storage units enable children to easily self-select resources. Children freely access the garden and are seen to thrive on this open space where they enjoy the increased movement and benefit from an increased sense of confidence and well-being. They confidently return indoors to collect props to support their play when, for example, they want to extend the picnic snack with the use of plates and cutlery. A child seeks out a knife, knowing that they want to pretend to cut food. Children develop their ability to use a range of equipment when they

draw pictures of dragons, colour in a flag and use scissors to cut out. Older children gain an increased understanding of the world in which they live when they talk about the story of St George. Children develop spatial awareness as they learn to fit shapes into puzzles and increase their vocabulary as they learn the names for shapes. They persist in looking for lost puzzle pieces, showing a good level of curiosity and an interest in their activity.

The childminder has a good understanding of how to manage the behaviour of young children and uses this knowledge to ensure that children develop an understanding of right and wrong. As the children play along side each other they are helped to become aware of the needs of others and encouraged to share when appropriate. The children are cared for in a very clean home and appropriate procedures are in place to minimize the risk of infection. Consistent hand washing, with assistance and supervision of the children as appropriate, helps to reduce the risk of cross-infection. Children enjoy familiar food with the childminder and they are offered choices of fruit which they clearly enjoy. Children are able to freely access water from individual bottles, ensuring that they do not get overly thirsty during the day.

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.	1

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

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