

Inspection report for early years provision

Unique reference number	161876
Inspection date	30/04/2009
Inspector	Charlotte Jenkin
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 has been registered since 1992. She is registered to care for six children under the age of eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for five children in the early years age range. She lives with her three children in a semi-detached house on the north eastern outskirts of the town.

Children have access to the whole of the ground floor. The first floor is only used for bathroom facilities and for sleeping children. No overnight care is offered. There is a fully enclosed garden.

The family have two cats and two rabbits. The childminder is a member of the Chippenham childminder's support group. She regularly attends meetings for childminder's and their children, as well as a range of toddler and pre-school activities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's self-esteem is fully promoted by the childminder who is very aware of their individual needs. She ensures that all children are included in the activities and that these suit their individual ages and stages of development. Hence, she supports their learning well and helps them make good progress towards the early learning goals. The childminder evaluates her practice and is able to identify some areas for future improvements. She has the capacity to improve and has demonstrated this through improvements made since the last inspection.

What steps need to be taken to improve provision further?

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

- ensure children are encouraged to express themselves through creative activities, using the materials of their choice to represent their own ideas
- continue to observe children at play and include details of what these demonstrate children know, understand and can do in each of the six areas of learning
- devise a system to further support children's independence in initiating activities of their choosing

The leadership and management of the early years provision

Children are cared for by an appropriately qualified, suitable and experienced childminder who continues to update her knowledge and skills in the early years through attending regular training. All policies and procedures are implemented

consistently to promote children's welfare and learning, and for the safe running of the provision. All required documentation is kept on premises, this is well organised and stored securely to ensure it is kept confidential. The childminder gains all required information regarding children's individual needs and this means she is able to cater for these on a day to day basis. Hence, children feel safe and secure in her care. Children play in safety as risk assessments are effective in identifying potential hazards to children and minimising these, both in the home and when out. She is committed to safeguarding children and has a secure knowledge of child protection issues and the procedures to follow in the event of concerns.

Children benefit from the positive partnership with parents as they have their care needs met and routines respected, hence they are cared for in line with parents' wishes.

Parents receive good information regarding the childminder's policies and procedures and this enables them to know how their child is being cared for. Daily verbal communication informs parents of their child's day and the activities they have participated in. The childminder has asked parents for their views on her service and made changes to this, including implementing a communication book when requested. This demonstrates her commitment to working closely with parents to meet the needs of the children in her care. Parents are invited to view their child's records and this gives them an insight in to their child's learning and development. Parents make comments about these and are also invited out on trips with the childminder and their own children, including celebration parties and visits to the fire station. This helps them become involved in their child's learning and development.

The childminder evaluates her practice and is able to identify some areas for future improvements. She has attended training with regard to health and safety and in improving outdoor play for the children. This has led her to make changes to how she exits the house with the children, in order that their safety is fully promoted whilst they are in her care. The childminder has the capacity to improve and has demonstrated this through improvements made since the last inspection. This includes practising the evacuation plan with the children to ensure they know the procedures to follow should the smoke alarm sound, promoting their understanding of safety in the provision.

The quality and standards of the early years provision

Children appear happy and at ease in the childminder's care. They enter the provision and confidently select the toys they wish to play with, including books and the doll and buggy. They are keen to participate in the available activities, including putting the train track together. They help get the pieces and take it in turns to put it together with the help of the childminder. The childminder encourages the children's language development well during their play, talking to them about what they are doing and acknowledging what they are saying. This enables them to know she understands them, supports children's language development well and gives the children the confidence to communicate. Children confidently request resources to support their play, asking the childminder for

'people' to go with the trains, which she responds to quickly, finding the play figures for them. Children develop independence as they are encouraged to try and solve problems for themselves, when putting the trains together the childminder encourages them to try it first. Thus, they gain confidence in learning new skills. They use their imagination well during their play, making 'choo choo' noises for the trains and talking about where the train is going with people on it. Children demonstrate a sense of belonging in the childminder's care, knowing the routines well. After solving a puzzle children know they need to put it away before they get anything else out to play with. The childminder praises the children regularly for their achievements and this helps them feel confident in attempting new skills, including putting the train track together and rolling out the play dough independently. Children engage in various art activities although these are mainly adult led, often with pre-drawn and cut shapes for the children to decorate. Hence, children are not encouraged to express themselves and their own ideas through creative activities, using the materials of their choice to represent their own ideas. Children have regular opportunities to develop an awareness of their locality, with regular trips to local toddler groups, the library, soft play centres and parks. This helps them become a part of the local community. Children are encouraged to treat others with respect and learn about the cultures and beliefs of themselves and others. This helps them feel confident in themselves and when socialising with others. Children have access to a good range of child initiated and adult led activities that help them make good progress towards the early learning goals. The childminder observes the children at play, keeps examples of children's work and photographs of them engaged in activities. Written observations demonstrate what children are doing, but are not detailed in showing what children know, understand and can do in the six areas of learning.

Children are able to choose from a small variety of toys daily, although the childminder has many more resources they are not readily available for the children to select. This is because she has not developed a system to encourage the children to make a wider range of choices in their play in order that activities are based on their interests. Children are encouraged to learn about the importance of keeping safe when out, with the childminder reinforcing road safety issues to develop their awareness further. They practise the evacuation plan with the childminder, and this helps them understand the procedures to follow should the smoke alarm sound. The childminder gains information from parents regarding children's dietary needs and any requirements are catered for. The childminder provides lunches for the children and these encourage the children to develop a positive attitude towards healthy eating. Hence, children's dietary needs are met and their health is promoted. Children have regular access to fresh air and exercise with daily walks to the local school and toddler groups which encourages children's physical skills. They visit the park weekly to play on the large climbing equipment which encourages the development of their upper body strength. Children have access to a variety of equipment in the garden, including balls, ride on toys, sand pit and play house with role play equipment. They go for walks in the local environment to observe nature and collect natural objects and plant and grow flowers and vegetables in the garden. Hence, children are able to use their senses and explore outdoors as well as engage in physical activity. Children's behaviour is good in the provision as the childminder uses regular praise and encouragement to

help children understand what is right and wrong. They behave well and develop respect for their peers.

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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