

Inspection report for early years provision

Unique reference number	161796
Inspection date	07/05/2009
Inspector	Susan Esther Harvey
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 was registered in 1994. She lives with her husband and two grown-up children and baby grandchild, in Chippenham, Wiltshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The childminder has three dogs and a budgerigar as pets.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding two in the early years age range and five in the later years age group, some in part time places.

The childminder collects children from local school, attends several toddler groups as well as visits to the local park and other places of interest. The childminder is a member of the National Childminding Association and is an accredited childminder.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children play comfortably in an inclusive setting. They enjoy every opportunity to play and learn through a selection of planned activities and resources. Children make good progress in all six areas of learning and experience a range of interesting visits to increase their understanding of the world around them. The childminder has the capacity to improve by attend training events and courses. This increases her knowledge as well as creating an opportunity to evaluate her practice which has a positive effect on learning outcomes for children. Children's welfare is effectively promoted by the childminder in order for their safety and well-being to be supported.

What steps need to be taken to improve provision further?

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

- increase children's knowledge, experience and understanding of other people's cultures in a practical way in order for them to celebrate the differences and similarities in a diverse society

The leadership and management of the early years provision

The childminder organises her daily routine well in order to provide children with an effective learning opportunity in a secure environment. Young children play with a good selection of age appropriate toys and resources which they can easily reach for themselves. Children's well-being is fully supported through the childminder's sound understanding of child protection procedures.

The childminder has a secure relationship with parents and there are many

opportunities for them to communicate and be kept informed of their children's progress. This includes the use of a daily contact diary for young children where the childminder and parents exchange information about what the child achieves at home and also in the care of the childminder. Parents also have regular access to the children's progress book where the childminder has recorded written and photographic evidence of children's abilities, in order to identify the next stage of their learning. As a result, there is the opportunity for a good two-way flow of information between the childminder and parents. All the documents are in place for the safe and efficient management of the provision, these are regularly reviewed and shared with parents. The childminder reflects on her practice through a local accreditation scheme which gives her the opportunity to regularly evaluate her service to children and their parents. She is committed to increasing her professional development through training as well as keeping up-to-date with any changes through her subscription to a professional childminder journal, which all has a positive impact on the children's learning and development.

The close relationship with the childminder enables young children to feel secure in her company. They approach her readily when needing support and she involves herself in their play and is aware of their needs. For example, when needing a drink or a sleep. Children's individual needs and their personal experiences are supported by the childminder. She has a sound understanding of their backgrounds and child development, which enables the needs of all children to be met. Resources are provided such as story books, to help children celebrate the differences and similarities in society, but there are limited opportunities for children to learn about various cultures in a practical way. Through visits to the local arboretum and parks, children have an understanding of the community in which they live. A clear risk assessment for on and off the premises, including outings, is used to effectively keep children safe. Policies and procedures are detailed and well presented for parents to read. The daily register and accident book are accurately recorded and so maintaining the safety of children.

The quality and standards of the early years provision

Young children are happy and content in the care of an experienced childminder. They enjoy exploring the toy boxes accessible to them. For example, young children know which toy makes the loudest noise and entertains the childminder with the repetitive sound, they cautiously stand against the furniture in order to start the journey of learning to walk. Young children are beginning to be introduced to familiar nursery rhymes and songs as the childminder sings to them while they play and encouraging them to take part in the actions. The childminder's sound understanding of how the Early Years Foundation Stage framework is presented has a positive effect on the children. For example, training on the framework and clear observations and assessments enable the childminder to identify the next stage of the children's learning and development. Children learn social skills while playing with others at toddler groups or childminding meetings which they regularly attend with the childminder.

Children's health is supported by healthy food provided by parents. Children enjoy light snacks offered to them by the childminder and are encouraged to have

regular drinks throughout the day. Through the childminder's good hygiene routines, children are learning the importance of preventing the spread of infection. Individual towels are provided and the routine of washing hands after using the bathroom and playing with the dogs, is fully explained to the children.

Young children are well cared for and the childminder is kind and caring, she draws on her experience in order to keep children safe. For example, all safety measures are in place while on outings, in the event of a child being separated from the childminder, wrist bands are used and brightly coloured beanie hats are being considered for instant identification. Children take part in regular emergency evacuation drills and know how to leave the premises safely and efficiently. These events are recorded and evaluated by the childminder in order to identify any improvements. Young children's inquisitive exploration of the environment around them is safely and sensitively managed by the childminder, with lots of praise and encouragement. As a result, they are learning positive experience in behaviour management.

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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