

Inspection report for early years provision

Unique reference number	506047
Inspection date	19/01/2009
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 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 registered in 1997 . She lives with her husband and two teenage children. They live in the Middleleaze area of Swindon in a home that is easily accessible at street level. The whole of the property is available for childminding, though children spend their time in the downstairs of the home. There is a fully enclosed garden available for outside play. The childminder has a dog.

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. She is currently caring for six children within the early years age range who attend on a part time basis. The childminder drives to local schools and pre-schools to take and collect children. She attends local carer and toddler groups 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

The childminder promotes many aspects of children's welfare with success, ensuring that children are generally safe and secure. The childminder is committed to ensuring her service is inclusive for all families. Children are well engaged in most activities, although limited assessment and planning means that the not all the learning needs of the children are identified. There is a close working partnership with parents, which ensures they are informed of most aspects of their child's care and learning, though liaison with other carers is not established. The childminder has begun to review and evaluate her practice to identify key strengths and areas for development but systems are not yet sufficiently robust to ensure that all gaps in her provision are recognised.

What steps need to be taken to improve provision further?

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

- analyse observations to help you plan 'what next' for all children that attend
- develop a two-way flow of information with parents and other settings to support children's development and progress
- review the environment to ensure that it is interesting, attractive and accessible to children so that they can learn independently

The leadership and management of the early years provision

The childminder's home is sufficiently well organised to help children have some opportunities to become independent, for example two toy boxes are easily accessible on the hearth and the childminder encourages older children to assist when clearing away activities. However, the storage of most toys means that they

are not readily available to children without additional support. The childminder provides a range of activities for children outside the home where children develop knowledge of their wider community. Within the home, the children participate in both free play and some planned activities.

The childminder evaluates her service and has accurately recognised some areas that require improvement. For example, a recognised lack of clarity regarding observation, assessment and planning means that activities provided for the children may not always meet their needs and limits their progress. The childminder demonstrates an interest in extending her knowledge of childcare and education and attends relevant training.

There are good aspects to the partnership with parents. Parents are welcomed into the home and the childminder offers verbal feedback at the end of the day. Some parents also benefit from written records about their child's day. Parents are able to view an increasing selection of photos of their child showing activities they have undertaken. The childminder has developed a suitable range of policies and procedures that are available to parents. She ensures that parents are made aware of the conditions of registration and of the procedures they may follow if they have a concern about the provision. The childminder has a suitable safeguarding policy and follows appropriate procedures to ensure all persons living in the home receive suitable clearance.

The quality and standards of the early years provision

Through adult support, children make satisfactory progress in their learning and development. They generally enjoy their time with the childminder and many of the experiences she offers them, such as playing with puzzles and feeding the ducks, are engaging and appropriate for their level of development. The childminder supports children in their play, for example, by assisting the children when dressing the dolls, and hence promotes their self-confidence. The childminder has started to implement the Early Years Foundation Stage and is developing her understanding of the learning and development requirements for children. Observations and assessments of the children and the planning of activities are in the early stages of development. Consequently, not all areas of children's future development have been identified which limits children's progress. However, the childminder understands the value of play and is seeking to extend her knowledge of child development and education.

The organisation of the childminder's home provides children with some opportunities to become independent. It is equipped with good quality resources, some of which, such as dolls and puzzles, are easily available in toy boxes on the hearth. In addition, some activities are stored in a unit within sight of the children. However, most toys and resources such as mark making materials are stored out of reach of children, which means that children are not able to freely use these resources. Children enjoy singing songs together and show pride when they sing songs on their own. Younger children join in with actions as they become familiar with new songs. Children develop skills in movement and control of their bodies when they visit indoor and outdoor play areas with the childminder and climb on

larger equipment. The childminder organises the week so that children can take part in a range of activities in the local area. For example, children enjoy going to the local farm to see the pigs and chickens and shops. Children visit the library where they are able to choose books to borrow. These often support the activities carried out with the childminder. For example, when the childminder plans activities about the weather the children search for related books. This provides frequent opportunities to learn about the features of their local environment and the wider community.

The childminder encourages appropriate behaviour amongst the children, for example by explaining they will need to share the boxes when playing. Children respond well to the childminder's request to tidy away the toys and enjoy the achievement of sweeping the crumbs after snack. Health and hygiene is suitably promoted as the childminder provides a clean environment and supports children as they learn the importance of personal hygiene. The premises are safe and suitable for use by minded children and the property is well maintained. The childminder is generally mindful of risks that could be present to children. For example, the childminder accompanies young children to the toilet and uses car seats when transporting children in the car. Children also start to learn to keep themselves safe when the childminder reminds them not to climb on the settee.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 received by Ofsted since the previous 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.