

Inspection report for early years provision

Unique reference number	155688
Inspection date	29/06/2009
Inspector	Beverly Anne Brimble
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 2001. She lives with her husband and two children aged ten and six years, in a four bedroom semi-detached house in Midsomer Norton, near Bath. The ground floor is mainly used for childminding which includes a lounge, kitchen/dining room, conservatory and toilet. Sleeping facilities are provided on the first floor. There is a safely enclosed rear garden for outside play. The family have two dogs and a guinea pig, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children may attend at any one time, of whom three can be in the early years age group. There are currently five children on roll in the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the early years provision is good. The childminder provides a warm, welcoming and child-friendly environment. She knows each child extremely well and builds a strong partnership with parents, which enables her to fully meet their individual needs. The childminder has an excellent understanding of inclusion and how to promote it. She ensures children learn to value themselves and respect each other. Children are making good progress in the Early Years Foundation Stage (EYFS) and experience a range of interesting activities both in the home and on outings in their local community. The childminder is committed to improving the outcomes for children. She is developing procedures to evaluate the care and education provided, showing good capacity to improve her practice further.

What steps need to be taken to improve provision further?

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

- develop the partnership links with other early years provisions attended by the children
- further develop systems for self-evaluation to help identify areas for improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- put in place a record of risk assessment for the home environment; and review it regularly detailing who conducted it, the date of review and any action taken following that review (Suitable premises, environment & equipment; Documentation)

13/07/2009

The leadership and management of the early years provision

The childminder is well organised and has a comprehensive set of policies and procedures that she effectively implements throughout her provision. Most required documentation is in place, clear and relevant, and children's individual records are informative, therefore promoting good quality care and inclusive practice. The childminder carries out thorough risk assessments for outings and the garden area, and daily safety checks and safety measures ensure her home is safe. However, a record of risk assessment for the home environment and regular reviews of this assessment are not in place, which is a requirement. Children are safeguarded; the childminder has a written policy outlining her responsibility in protecting children from harm. She is fully aware of the procedures to follow should she be concerned and has all relevant information to hand.

Partnership with parents is good and the childminder has fostered close working relationships with them and shares all necessary information. Parents are encouraged to be part of their child's learning and development. Daily diaries, access to children's observation files and informal discussions at the beginning and end of each day keep parents updated with their child's progress. Parents receive copies of all policies and procedures and all parental consents are in place. Some of the children who the childminder cares for also attend other early years settings, however systems to share information with other EYFS providers have yet to be developed.

The childminder has fully addressed the issues raised at the last inspection, resulting in improved information for parents and documentation. She has procedures in place to monitor her provision to improve the outcomes for children. For example, she meets with other childminders, seeks advice from her local advisor if necessary and attends training courses to further develop her knowledge and understanding of child development. However, the systems used for self-evaluation are not yet fully developed to identify all areas for improvement, such as ensuring all required records are in place.

The quality and standards of the early years provision

The childminder welcomes children and their families into her home and works closely with parents so that children's routines are in place when they start. She demonstrates a very good knowledge of children's individual needs, particularly with regards to their individual backgrounds, likes, dislikes and interests. She has organised the living room so that children can play freely and in comfort. Children can independently access their own choices from the wide range of toys available or they confidently ask the childminder for a specific toy or activity, which is then provided. Children's creative development is promoted through messy activities, such as painting. The children enjoy using different implements to paint for example, brushes and sponges; they also paint their hands to make hand prints. The childminder supports the children in such activities giving them help when needed, and extends their learning experience by talking about the colours of the paint and what happens when you mix different colours together. The childminder

supports language development in very young children by talking about what they are doing and repeating what children say. She encourages the children to think for themselves and share what they know. For example, when playing with toy food one child asks the childminder "what's that?", and she responds "what do you think it is?", the child then correctly replies "a carrot". Children start to learn about the wider world as the childminder uses a multi-faith calendar to plan activities which introduce the children to other cultures, religions and the beliefs of others. They also have opportunities to become a part of the local community as they visit local parks, toddler groups, the soft play centre and shops. Children play well alongside each other, and with help and support from the childminder are beginning to learn about sharing and taking turns. They behave well because the childminder is calm, consistent and positive with them, they respond well to her praise and encouragement and display good levels of self-esteem.

Children are making good progress towards the early learning goals. The childminder has attended an EYFS training course and uses the practice guidance materials when organising activities. This ensures she can plan activities and experiences that will help each child progress in all areas of learning. The childminder demonstrates a good understanding of how children learn and develop. She talks about observing children and monitoring their progress. Observation records are in place and show photographic evidence of children's achievements, and written details of what the children have done. These records are regularly shown to, and discussed with parents.

The childminder's excellent practice helps to minimise cross-infection. Her home and resources are extremely clean. She has appropriate policies and record keeping documents in place with regard to sick children, administration of medication and accidents. Children learn very good hygiene routines as they wash their hands before eating and after outdoor or messy play, using their own individual towels to dry their hands. They enjoy nutritious meals, snacks and drinks which promote their health, these are all freshly prepared and cooked by the childminder and meet individual children's dietary requirements. Children are kept healthy as they benefit from fresh air every day, whether by going on walks or by playing in the garden. The childminder is responsive to the children's needs. She quickly recognises when they are tired and settles them to sleep, she also offers regular cuddles so that children are confident and relaxed with her. Children learn about keeping themselves safe as they take part in fire drills, learning how to get out quickly should they need to do so, and by practicing road safety when out walking.

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?	1
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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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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