

## Inspection report for early years provision

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<b>Unique reference number</b>	144920
<b>Inspection date</b>	24/06/2009
<b>Inspector</b>	Carole Argles
<b>Type of setting</b>	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 for over 30 years. She lives in Westbury, Wiltshire with her husband and adult son. The childminder mainly uses ground floor areas of her house for childminding. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of eight children aged under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She provides care for children who have learning difficulties and / or disabilities. The childminder frequently works with another registered childminder.

The childminder is a member of the National Childminding Association and is coordinator of a local childminding group.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The children are cared for in a welcoming and safe environment where they are settled and happy. They take part in a wide variety of activities, which support all areas of their learning and development effectively. The childminder ensures that all children are included and promotes a caring attitude towards others. She works with parents so she can meet children's individual care needs but exchanges less information with others to ensure that there is continuity in children's learning and progress. The childminder has a positive attitude towards the continued development of her childminding service and reviews her practice so she can identify areas for further improvement.

## **What steps need to be taken to improve provision further?**

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

- increase knowledge of how to respond to concerns about a child's welfare and safety including the local safeguarding children board procedures
- extend the partnerships with parents and others who work or care for the children to increase their involvement in the observation, assessment and planning cycle and to ensure that there is continuity in children's learning and development

## **The leadership and management of the early years provision**

The children benefit from the childminder's good organisational skills. She maintains all the required records and implements effective policies and procedures to support their welfare and safety. However, although she knows the

signs that indicate that a child maybe suffering harm or neglect, she does not have a clear knowledge of where to obtain advice or to whom to make a referral. She has created an attractive playroom for the children, which has displays of photographs, posters and their artwork as well as information for parents. She carries out risk assessments and uses suitable safety equipment to minimise the likelihood of injuries to the children. Her garden provides a secure area where children can play out regardless of the weather and they use a good range of equipment to support their physical development. She takes suitable measures to minimise the spread of infection, for example, by providing disposable paper towels and wipes. Toys and equipment are cleaned with antibacterial sprays and checked regularly to make sure that they are safe and suitable for the children to use.

Since the recommendations made at the last inspection, the childminder has reviewed her paperwork and this has increased children's safety. She carries out regular self-evaluations and seeks the views of parents and another registered childminder with whom she frequently works. This has allowed her to consider the quality of care and experiences she provides for the children and correctly identify some of the areas for continued development.

The childminder provides parents with information about her policies and procedures so that they understand what is provided for their child. She has written agreements in place to avoid any misunderstandings and so that she can respect their wishes for their child. She talks with parents daily to ensure there is continuity in their child's care and so that she has a good understanding of their individual needs.

## **The quality and standards of the early years provision**

The children enjoy their time with the childminder and have a warm and relaxed relationship with her. They are confident and develop good self-esteem because they are praised for their achievements. They take part in a varied programme of activities and outings. This helps them learn many skills that will help them in their future lives and to find out about the world around them. For instance, they have recently visited a farm and they grow vegetables in the childminder's garden. They learn about diversity in society and are encouraged to be accepting of others' differences. For example, some children took part in an activity to find out how Braille is used and they have tasted food from different cultures. They are encouraged to be independent and older children manage their own personal care. They behave well and play cooperatively together. For example, children were playing in the pretend play area where they used their imaginations well and recreated what is familiar to them. The children patiently wait their turn during board games and spontaneously share toys without being asked. Children are confident and learn to communicate effectively with others, responding well to the good levels of interaction and conversation with the childminder. Good health and hygiene are promoted and the children talk about healthy eating and are rewarded with stickers when they bring fruit to eat at lunchtime. They learn about road and fire safety and some have had the opportunity to use a fire officer's hose.

There is an appropriate balance of adult-led activities and times when children choose what they do. Older children show sustained concentration and enjoyment as they play a board game with the childminder, working out which parts go together to make a figure and remembering where they found the matching piece. The childminder frequently observes the children as they play. She takes photographs and makes notes detailing what they can achieve. This information is used to help her provide activities that build on what they can already do. These are adapted so that all children can participate according to their own ability. Generally, this is very effective in supporting their learning and progress although there is some reliance on worksheets rather than practical activities. The childminder keeps parents well informed about their child's progress and allows them to take development records home to look at. She is beginning to involve them in decisions about the next steps in their child's learning. However, there is a limited exchange of information with other practitioners who work with the children to ensure that there is a consistent approach to their learning and development and that they are working effectively together to support the child's progress.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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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