

Inspection report for early years provision

Unique reference number	161723
Inspection date	27/05/2009
Inspector	Rachel Edwards
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1996 and lives with her husband and three children aged seven, 17 and 19 years in a house in Chippenham. The childminder uses the whole of the house for childminding and there is a fully enclosed garden for outdoor play. The family live close to the local school, shops and parks. The family have two cats, three rabbits and a puppy. The childminder is registered on the Early years Register and both the compulsory and voluntary parts of the Childcare Register to care for no more than six children under eight years at any one time. She currently cares for eight children, of whom three are in the early years age range. The registration does not include over night care. The childminder is currently working towards a level 3 qualification in childcare and education.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are made to feel extremely welcome by the childminder and her family. Children's individual care needs are very well met as the childminder works closely with parents, adapting her care and daily routine to accommodate each child. Children enjoy a wide range of interesting activities and outings and are well supported by the childminder so that they make good progress in their learning and development. The childminder reflects on her practice and takes on board ideas from training so that she demonstrates the ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- explore ways to make resources more readily accessible to children and make them more aware of what is available
- make more frequent observations of children's achievements and link these more clearly to the early learning goals; use this information to assess children's development and plan for their next steps

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

- ensure that people over 16 years having unsupervised access to children are suitable to do so, by making sure they have undergone the relevant checks made by Ofsted (Suitable people)

10/06/2009

The leadership and management of the early years provision

The childminder takes her role seriously. She has attended training related to safety and risk assessing and has used this knowledge to thoroughly evaluate her home and areas she visits and has taken action to keep children safe. She has not been proactive in ensuring that both her daughters have been police checked as quickly as possible once they reached 16 years as is required. Her house is well organised to provide a homely, welcoming environment for children. She makes good use of the available space both inside and in the garden. Children play with a very wide range of good quality toys and equipment. A good selection is out for play each day but storage of the others is more difficult for the youngest or less confident children to freely access.

A broad range of written policies describe how the childminder works and these help keep parents well informed. The childminder makes time each day to talk to parents and she often rings those that she has not seen at the end of the day. This helps build effective and trusting relationships. Parents are made aware of what their children have been doing and of their progress and they speak highly of the attractively presented scrap books, that record each child's achievements. The childminder has made links with some other settings that the children attend but not all and the information shared is not sufficiently detailed about children's progress to ensure that all are working in a consistent way to help children progress.

The childminder is highly reflective. She seeks comments from parents and children to help her identify areas for improvement. She regularly attends training and enthusiastically puts new ideas into practice, such as improving the safety and creative use of her garden. She has well targeted plans for the future, such as improving her own computer skills so she can better support children as they learn about information technology. She constantly seeks to improve her knowledge and has just started working towards an NVQ level 3 in childcare and education, which will benefit the children.

The quality and standards of the early years provision

Children are very settled and comfortable in this welcoming home, where warm and caring relationships are at the core of what the childminder provides. Children enjoy many interesting and well planned activities and receive good individual support from the childminder, which helps them make good progress in their learning and development. The childminder is skilled at extending children's learning, for example, whilst playing with model animals, she encourages children to sort by size, colour and type and stresses comparative language such as smaller and taller, which develops children's early mathematical skills. Children's learning is reinforced by linked activities, such as visiting a real farm later in the day. She speaks clearly to children and they enjoy lively conversation, explaining what they are doing. Children really enjoy messy play, for example, with shaving foam and glitter, relishing the smell and feel of it 'squishing' through their fingers.

Children play outside a great deal, enjoying activities, such as exploring tyres filled with sand, compost and water. They have fun with sack races and egg and spoon races and enjoy collecting leaves on 'sticky plates'. These fun activities help children enjoy being physically active, which is beneficial to their good health. They also learn about healthy eating and enjoy a variety of fruit, with the childminder gently encouraging them to try new tastes. A friendly visit to the dentist teaches the importance of dental hygiene and makes children less fearful. The childminder not only ensures that children play in safety, she also teaches them very effectively how to keep themselves safe. For example, when out and about they practise listening skills playing 'stop and go' and they learn to safely use a zebra crossing at home, taking it in turns to be the lollypop person. Visits to the fire and police stations reinforces their learning.

The childminder frequently praises children and this helps to develop their confidence. She supports them well as they learn to share and take turns, which some find more difficult. They regularly meet and socialise with others, such as at toddler or childminding groups and visits into the local community, which helps them appreciate the wider world and those different to themselves. Their awareness of diversity is enhanced through stories, role play and small world games. The childminder notes children's achievements but observations are too infrequent to accurately monitor their development in all areas. This means these records cannot be used effectively to plan for children's next steps in learning. However, children are involved in such a wealth of worthwhile, practical activities that they make generally good 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

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?	1
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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