

Inspection report for early years provision

Unique reference number	100344
Inspection date	18/06/2009
Inspector	Carole Argles
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 2000. She lives with her two children, aged six and ten, in Westbury, Wiltshire. She uses all areas of her house for childminding. There is an enclosed back garden for outdoor activities. The family have a dog and a cat.

The childminder is registered to care for a maximum of five 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 three 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.

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

Overall effectiveness of the early years provision

Overall the quality of care is satisfactory. The children are settled and comfortable with the childminder who takes effective measures to ensure their welfare and safety. She takes children to many groups where they take part in a varied range of activities. However, within her home, she provides a more limited range of toys and activities and these do not always take account of their individual needs and interests. The childminder has suitable systems in place to help her monitor the children's progress and to identify areas for further improvement of her childminding service.

What steps need to be taken to improve provision further?

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

- plan and provide a wide range of activities and resources that are tailored to the children's individual needs and provide interest and challenge for them
- review the organisation of the learning environment to enable children to make choices about what they do and select and use activities and resources independently
- ensure that children learn the importance of good hand hygiene routines to protect their health

The leadership and management of the early years provision

The childminder has the necessary records, policies and procedures in place to safeguard the children and promote their welfare. She carries out effective risk assessments and reviews them frequently, particularly if the situation changes. This reduces the likelihood of accidental injuries to the children in her home or

when out. The premises are kept secure and arranged so that the children have plenty of room to move around freely and play safely. However, the childminder does not organise the learning environment effectively so that a wide variety of toys and resources are readily accessible to the children. The childminder keeps her premises, toys and equipment hygienic by using antibacterial cleaners. Separate towels or disposable wipes are used to minimise the spread of infection between children. Parents provide food for their child's meals and snacks. The childminder makes sure that drinks are readily available for them to take when they are thirsty and ensure that babies and younger children drink frequently.

The children benefit from the good partnerships between the childminder and their parents. There is a good two-way exchange of information between them and parents are kept well informed about all aspects of their child's care and learning. They receive monthly written reports of their progress and details of how the childminder plans to support the next stage of their development. Interesting photograph albums of the children at play are readily available for them to look at.

Since the last inspection, the childminder has increased the range of resources she can use to help children find out more about diversity. She continues to undertake training and keeps up to date with changes in childcare practice. She reflects on the quality of the care and learning she provides and seeks the views of parents and others. This allows her to identify some of the areas of her provision that would benefit from further improvement.

The quality and standards of the early years provision

The children have a relaxed and friendly relationship with the childminder and younger children snuggle against her to have their bottles. They learn to communicate effectively with others because she interacts well with them talking to them as they play. She understands how to support their learning and asks questions that encourage them to think and talk about what they are doing and solve problems. For example, she enquires how they can join the construction pieces together to make some steps and they discuss the initial letter sounds of words.

The childminder observes the children as they play to assess what they can achieve and records their progress. She uses this information to help her decide on the next steps in their learning that will build on what they already know and do. She shares information effectively with the practitioners at pre-schools that some of the children attend and this helps to promote continuity in their care and development. There is a busy weekly programme of outings to toddler groups and parks in addition to times when the children are cared for in the childminder's home. Although at times the children enjoy what they do and concentrate well on activities, for example, when matching pictures on cards, they have few opportunities to follow their interests and initiate their own learning. There is a restricted range of readily available toys and resources. These do not maintain their attention or provide appropriate challenge particularly for the older children. Consequently, they become bored and show unwanted behaviour.

The children have many opportunities to be active and frequently go to local parks. Their physical development is supported well and they show increasing control and coordination of their movements. Suitable equipment such as a trolley is provided to help babies learn to walk. Children are encouraged to consider the needs of others and to play cooperatively together by sharing toys fairly. Through discussions with the childminder, they start to find out how to keep themselves safe and healthy. She explains that they may fall when they climb on the furniture and she talks with them about healthy eating. However, the children do not always clean their hands before eating so that they learn about the importance of good hand hygiene routines and to safeguard their health.

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?	2
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?	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?	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

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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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