

Inspection report for early years provision

Unique reference number	EY321415
Inspection date	01/05/2009
Inspector	Rachael Williams
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 registered in 2006. She lives with her husband and son in Weston-super-Mare, North Somerset. Children have access to all areas of the family home except for the second bedroom. The bathroom is situated on the first floor. There is a fully enclosed rear garden for outside play. The family has two dogs and a goldfish.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for five children under eight years old at any one time, and to offer overnight care for one child between one and eight years old. At present, she has 19 children on roll who attend on a part-time basis; of these, six are in the early years age group.

The childminder is a member of the National Childminding Association and holds a level 3 childcare qualification. She receives support from the local childminding network and local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Particularly high regard is given to the welfare of children. Their learning and development is good as the childminder provides a broad and balanced range of experiences which meets their individual interests and preoccupations. Close and caring relationships are established with the children. Children have an excellent sense of belonging as the childminder acknowledges their differences and values their uniqueness. Positive relationships are established with parents which ensures continuity in children's welfare, learning and development. The childminder is beginning to develop effective evaluation systems to monitor her provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop assessment systems in order to match observations with aspects and stage of development within the learning and development requirements of the Early Years Foundation Stage.
- further develop evaluation arrangements to monitor the provision, in particular to include parents.

The leadership and management of the early years provision

A strong partnership with parents enables children to be happy and confident within the homely environment. Parents offer positive comments about the childminder, such as how friendly and enthusiastic she is and how flexible and

reliable the service provided is. The childminder works closely with parents to ensure continuity in children's care, for instance, regarding special dietary requirements and behaviour management. Parents receive a wealth of literature which is informative, for instance, through monthly newsletters. As yet, parents are not fully involved in the monitoring of the provision. The childminder has a good understanding of her strengths, for instance, the value she places on developing excellent relationships with the children, and the areas in which she needs to improve, for instance, linking her observations with the learning and development requirements. The childminder is proactive in accessing relevant training and has recently attended an inclusion course which enhances the care provided for children. Policies and procedures are well written and relevant to the setting; these underpin the outstanding service provided.

Children are cared for in a safe and secure environment where their welfare needs are routinely met. Comprehensive risk assessments have been completed for all areas of the house used by children. Ratios are fully maintained as there is an accurate record of children's attendance. Children are closely supervised on outings and stringent arrangements have been established to ensure that all outings are appropriately risk assessed. The local environment is used exceedingly well to promote children's understanding of nature and their local community, for instance, social skills are extended through regular attendance at toddler groups. Children are encouraged to become aware of their own safety, for example, when using knives to prepare fruit. The childminder gives gentle reminders and clear explanations to the children as to the consequences of their actions, for instance, when rocking back on a chair the childminder gently reminds the child that the chair may slip and she may bump her head on the unit. Children's welfare is further safeguarded as the childminder has an excellent knowledge of child protection issues, ensuring that observations are confidentially recorded and shared with the appropriate authorities.

The quality and standards of the early years provision

Children are engaged in a broad range of relevant learning opportunities which relate to their interests and enthusiasms. The childminder knows the children in her care exceptionally well and ensures that appropriate toys and resources are readily available, such as imaginative play and outdoor experiences. The children are fully engaged hence, there is little opportunity for them to become disinterested and bored. They are active learners and confidently make decisions about their play. The childminder interacts very well with the children, for instance, engaging the children in a game of hide and seek which enhances the children's awareness of space and encourages them to use numbers in their play. The children thoroughly enjoy playing on the ride-on toys negotiating pathways well and using their imagination to create scenarios, such as a broken down car that needs mending. The children engage in creative role play as they use props, such as a bucket and whisk, to make a cake. Children are skilful communicators and are able to explain the process of making the cake very well. The childminder provides an enabling environment where children are able to move freely between the play room and outside. The play room is equipped with an abundant range of high quality toys and resources which are labelled in low-level units to support children's

independence. The children thoroughly enjoy exploring nature, for instance, they are keen to observe and feed the ladybirds in their house. The childminder then extends their learning as the children cuddle up close to share a book on ladybirds. Learning profiles are used to record the observations made by the childminder, but as yet these are not consistently linked with the aspects of the six areas of learning and, hence, children's progression is not fully documented.

Children's welfare is a priority for the childminder. Children are cared for in a clean and well-maintained homely environment where their individual needs are routinely met. Children are introduced to healthy routines and are offered clear explanations, for example, the childminder explains to children the need to wash their hands after playing outside and before eating. Excellent pet arrangements ensure that children are fully protected, for instance, the dogs are either housed in their cages or in the fenced off area in the garden during minding hours.

Children thrive as they are offered healthy snacks and meals. Children thoroughly enjoy the opportunity to prepare their own fruit using safety knives. The childminder is very observant and when fruit falls on the floor she immediately removes it. Children are offered drinks throughout the day; these are made readily available and replenished when needed to ensure children remain hydrated. Children have regular opportunities to be outside in the fresh air and to be physically active, for instance, when they visit a local play centre.

The childminder has established excellent procedures to ensure that appropriate consents are gained from parents, for instance, to seek emergency treatment or advice. Robust arrangements have been established to ensure that accidents and administered medication are confidentially recorded and promptly shared with parents to ensure continuity in children's care. The childminder maintains appropriate first aid training to ensure children's welfare. Children's safety is paramount. The childminder practises her fire evacuation plan with the children to ensure they understand its importance. The childminder monitors visits to the setting through the use of a visitors record. Stringent arrangements are in place to ensure that children are collected by a suitable adult. Consequently, outcomes for children are very good.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
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?	1

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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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