

Inspection report for early years provision

Unique reference number	EY384250
Inspection date	09/06/2009
Inspector	Charlotte Jenkin
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 has been registered since 2008. She lives with her husband in Colerne, in Wiltshire. The childminder is able to care for the maximum of six children and is available each day throughout the year. She is registered to care for six children under eight years, of which three may be in the early years age range, and currently cares for four children in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is easy access at street level and the whole ground floor of the childminder's house is used for childminding with the bathroom and sleeping facilities upstairs. There is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and takes children to the local library and to the local park. The childminder has a level 3 qualification in Children's Care, Learning and Development.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children play in a welcoming and stimulating provision where they participate in a wide range of activities that help them make good progress towards the early learning goals. All children are included in all activities and these are tailored to their individual interests, as well as their stage of development. The childminder attends training to support her professional development and this enables her to implement new ideas into her practice. She evaluates her practice ongoing and identifies areas for future improvements.

What steps need to be taken to improve provision further?

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

- gain written permission from parents for routine activities including outings and transporting children in a car
- continue to develop the assessment system by including summaries of observations made that demonstrate what children know, understand and can do

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

- request written permission from parents for seeking emergency medical advice or treatment

30/06/2009

The leadership and management of the early years provision

Children are cared for by a suitable and well qualified childminder. The childminder attends training to support her professional development and this enables her to implement new ideas into her practice and offer the children new experiences. Since attending a problem solving course she is more confident in encouraging children's numeracy skills through play, and is also more aware of how activities can cover more than one area of learning to support children's development more. Most required documentation is in place and this is well organised, stored securely and readily available for inspection. However, the childminder has overlooked the need to gain written permission from parents for seeking emergency treatment or advice. This is a breach of requirement and has the potential to put the children's welfare at risk in the event of a serious accident occurring. The childminder is very aware of the children's individual needs and organises her day to meet these and, hence, promote the children's welfare and well-being. Risk assessments are effective and identify and minimise hazards to children, both in the home and when out. Hence, children's safety is well promoted by the childminder and they are cared for in a safe environment. Children benefit from the solid partnership with parents as they have their routines respected and they are cared for in line with parents' wishes. The good communication with parents means that childcare issues are discussed and this enables the childminder to offer them continuity of care. Written information is given daily, as well as verbal feedback regarding their child's day. Parents receive detailed information regarding the childminder's policies and the procedures she is required to follow. However, the childminder has not gained written permission for their children to participate in routine activities, including outings and being transported in a car. The childminder liaises with other adults working with the children, including the pre-school, and has discussions with them regarding the activities the children are currently participating in as well as how they are settling in and forming relationships with others. Parents are encouraged to view their child's assessment records at any time, although they are not yet fully encouraged to contribute to these regarding their child's achievements outside of the group. The childminder has the capacity to improve and has made improvements since registration. She evaluates her practice and identifies areas for future improvements. Areas identified include encouraging children to help prepare snack in order to offer more time to talk about healthy eating and encouraging children to be involved in making up 'Golden rules' to aid their understanding of consequences of their actions. This shows she is committed to making continuous improvements to her provision.

The quality and standards of the early years provision

Children appear happy and settled in the childminder's care. They demonstrate a secure bond with her, readily approaching her for comfort, which she quickly responds to. This helps promote the children's sense of security whilst in her care. Children happily explore the toys and make connections, as they push the buttons and know the toys will make a sound. They laugh and move their bodies to the music and display their enjoyment. Children develop a positive self-image as they look in the mirror and show their delight through smiling and using high pitched

noises. They enjoy exploring various textures, including shredded paper and play dough. Children enjoy looking at books and listening to stories. They sit with the childminder, look at the pictures and point to them. They attempt to name the items in the pictures and the childminder praises them for this, helping them develop the confidence to communicate to others. Children demonstrate a positive attitude towards new experiences as they explore the treasure basket with confidence, watch what happens to the various contents of plastic bottles and find out what objects are in the basket. They communicate their enjoyment by making babbling noises, smiling and spending appropriate time engaged in activities. The childminder gets down to the children's level to play with them and supports them well during activities to help them develop new skills. When using stacking rings of various sizes, she counts them, names the colours and talks about the different sizes. She interacts extremely well, encouraging their understanding as well as their language development. The childminder plans and provides a good range of interesting activities for the children that helps them make good progress towards the early learning goals in all six areas of learning. Children also initiate their own play and activities planned by the childminder are based on their interests and abilities. The childminder makes detailed observations of the children in each of the six areas of learning and these show what skills children are gaining, although they do not summarise what they demonstrate children know, understand and can do. They are well supported with examples of the children's work and photographs of them engaged in activities and link to planning the next steps in their learning and development. The childminder is very aware of the children's abilities and interests and offers them new experiences to encourage their learning further. One child does not like messy play so this is being introduced through playing with shredded paper to promote confidence in trying other textures and materials.

Children play in welcoming and child friendly premises, where space is well organised to meet the children's needs. There is plenty of floor space for play, areas for eating and resting and an outdoor area. The premises are stimulating with posters, photographs of the children and their art work on display. This helps the children develop a sense of belonging in the provision. Children have access to a wide range of stimulating toys and equipment that support their development in all areas. These are stored at low level and children are encouraged to choose those they wish to play with. Thus, this promotes their confidence and independence. Children have regular opportunities for fresh air and exercise and have daily walks in the local environment. In the garden they play with bats and balls and visit local parks to climb on large apparatus. Indoors children crawl through tunnels and tents and engage in dancing activities. They learn how their bodies move as they pretend to be animals and move in various ways. Children develop their awareness of healthy eating through the balanced snacks and meals they enjoy in the provision. The childminder prepares home cooked meals for the children and these offer them the nutrients they need to grow and develop. Recipes are shared with parents so they can continue offering their children healthy foods that they enjoy at home. The childminder is very aware of the need to implement hygienic routines in the provision in order to minimise the spread of infection. The childminder demonstrates a sound knowledge of the methods to use for managing children's behaviour, including praise and encouragement. She is a good role model and is respectful to the children and this helps them learn right from wrong. Children's behaviour is 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?	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?	2
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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