

Inspection report for early years provision

Unique reference number	EY387195
Inspection date	24/06/2009
Inspector	Karen Louise Prager

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 2008. She lives with her husband in Greenmeadow, a district of Swindon, in Wiltshire. The family have a dog, a cat and land snails.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is able to care for the maximum of four children and is available each day throughout the year. The childminder is currently caring for one child within the early years age range on a part time basis. She also cares for an older age child. The house is accessed by a flight of steps. The whole of the house is included in the registration, though children spend the majority of their time downstairs, with the upstairs being used for sleep. 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.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children's welfare and safety are well supported through the childminder's well organised systems. The individual learning and development needs and interests of all children are generally well met and children enjoy their time in this setting. Effective links have been developed with parents to involve them in their children's care and education. The childminder makes positive use of reflective practice to support continuous improvement of her service and has correctly identified the need to develop resources to further support children's learning.

What steps need to be taken to improve provision further?

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

- ensure that identified next steps in learning consistently feed into planning the provision, experiences and interactions for children
- develop the outdoor environment to encourage children's interest and curiosity throughout the year
- develop the environment and resources which reflect diversity in society to ensure children learn from the earliest age to value diversity in others and grow up making an increased contribution to society

The leadership and management of the early years provision

The childminder is well organised in her care of children. She keeps all required documents and organises her home with children in mind. Children have access to a wide range of resources within the home and a smaller selection in the enclosed

garden. The childminder regularly reviews her provision, making improvements to suit the needs of the children who attend. She is also keen to further extend her knowledge of childcare, has attended a number of training courses and has identified further training to attend.

The childminder works closely with parents to ensure she is building good relationships, and information about the setting and children's progress is regularly shared. Through discussion and the use of a daily contact book parents feed back information regarding their children's development that can then be used to inform planning. Relevant records are shared with parents and these include any accident and medication records. The childminder's safeguarding procedures provide information in line with the Local Safeguarding Children's Board. The childminder has organised records and developed a good range of policies that support her practice. These successfully provide the information necessary for the ongoing support of individual children. A detailed record of the risk assessment is in place for both the home and outings undertaken. The childminder can explain her safety measures and she takes steps to minimise any risk to children.

The quality and standards of the early years provision

Children have settled well and are happy and confident in the childminder's home where they are provided with a wide range of activities and experiences. The childminder uses the Early Years Foundation Stage to inform her development of records for children's learning journeys. The childminder's system of observation, records and discussion with parents provides her with information to build a clear picture of each individual child's learning needs and interests. The childminder uses some of this information to plan activities to build on their interests, though not all identified next steps of learning have been followed through. Children play in the lounge or garden under close supervision where they have direct access to a selection of appropriate toys, though resources in the outdoor area largely focus on physical development. Children gain confidence as they walk more steadily and gradually develop skills running up and down slopes and using large wheeled toys.

Children enjoy looking at picture books on their own. They also enjoy looking through newspapers to identify pictures of particular interest, such as motorbikes. The childminder encourages children to become independent and develop their self-help skills when they collect their shoes ready to go outside. Children benefit from regular outings around the local area and meet with other children at a toddler group. This helps them start to learn about their own environment and the wider world. However, the childminder is not pro-active in providing a varied environment to enable children learn from the earliest age to value diversity in others.

Children's health and welfare is well supported and promoted. The childminder liaises with parents to ensure children are provided with a range of nutritious food that is suitable for their needs. Children are able to access drinking water and are reminded to drink in hot weather, ensuring children remain suitably hydrated. The childminder ensures that her home is kept clean and good hygiene procedures are followed. As children get older they are encouraged to start to take a more active

role in their own personal hygiene to ensure their good health is supported. Regular access to the garden and outings to local parks enable children to keep active and develop a healthy lifestyle. Children are taught to keep themselves safe, for example they are reminded to hold the rail when walking up stairs.

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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met