

Inspection report for early years provision

Unique reference number	142013
Inspection date	10/07/2009
Inspector	Elaine Douglas
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 1992. She lives with her husband in a house on the edge of Bridgwater, close to shops, parks, schools and public transport links. The whole of the ground floor, except the utility room, as well as the upstairs bathroom and toilet, are mainly used for childminding. There is a fully enclosed garden for outside play. The family has two cats.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding two children in this age group. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder regularly attends the local family centre, which provides an extensive range of activities.

Overall effectiveness of the early years provision

The overall quality of provision is good. Excellent procedures and a very good awareness of children's individual needs ensures an inclusive provision. Children's independence is effectively promoted so children become active learners. This means they make good progress in their learning and development. Children's health and well being is given high priority and they develop very good practices through their daily routines. Some use of self-evaluation helps the childminder identify her personal development and meet the parents' needs. Parents receive extensive information on the provision and are generally involved in their child's development.

What steps need to be taken to improve provision further?

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

- develop the system of self-evaluation to identify strengths and priorities for development
- continue to develop the assessments to include parents' initial and ongoing contributions and liaise with other care providers delivering the Early years Foundation Stage, to provide continuity of learning and care

The leadership and management of the early years provision

The childminder is committed to continually updating her knowledge and attending any relevant training. She is currently looking to attend Forest School training to extend children's interest in the natural world. All her documentation used for childminding is extremely well maintained and organised. She has introduced a rota for cleaning all resources and has attended training to improve her knowledge of child protection issues. Both of these were raised as recommendations at the previous inspection. A system is in place for the childminder to identify priorities

for development of her provision through self-evaluation, however, this has not been implemented yet.

The childminder provides a good role model for children; she listens and values their contributions. Children are generally polite and well behaved, and any challenging behaviour is made clear it is not acceptable and the children are appropriately distracted. An extensive range of policies are effectively implemented to safeguard children, including risk assessments of the whole provision. The childminder provides a welcoming environment and children benefit from the good organisation of the childminder's premises, time and documentation.

The good partnership with parents ensures the childminder knows each child's individual needs, which enables her to provide appropriate care. Settling in procedures are individual to each child and their family. Consequently, children are extremely confident and happy in the childminder's home. Children are encouraged to use some sign language and many pictorial signs are used around the setting. Parents receive extensive information on the provision and on their child's development through discussions, written assessments, daily diaries and photographs.

The quality and standards of the early years provision

Children make good progress in their learning and development because the childminder makes regular observations of their achievements and plans effectively for their next steps. She encourages children to be independent and do as much as they can for themselves. Children are encouraged to solve problems through trial and error and are praised for their success. For example, young children choose challenging puzzles and are praised when they find the correct matching pieces. Consequently, they learn in a safe environment where making mistakes promotes learning and children develop high self-esteem through their achievements. Children have regular opportunities to take part in outings and visit the family centre where they meet other children, enjoy a wide variety of activities and explore their own community. Children access a wide range of resources which promote all areas of their development, for example, books, dressing up, puzzles, music, construction, art and craft, and role play. More resources are stored upstairs and outside, and ensure children benefit from an enabling environment.

Children have very good opportunities to take part in adult led activities as well as initiating their own. For example, children request paint and choose to use textures for printing, as well as their fingers and hands; they notice the different patterns and experiment with mixing the colours. Children develop a good awareness of keeping themselves safe. For example, they use a range of tools when preparing food or using play dough, they regularly practise the emergency evacuation procedures and they learn about road safety. Children develop very good hygiene practices and have their own towels and flannels to prevent cross contamination. They help themselves to their drinks and make nutritional snacks, such as fruit kebabs. They enjoy planting seeds, such as cress, and eating the fruit and vegetables grown in the childminder's garden.

Children develop a very good awareness of people's differences through playing with a range of toys which provide positive images. They help raise funds for those less well off than themselves and regularly explore the natural world. They receive very good interaction from the childminder and build warm, caring relationships. The childminder keeps parents very well informed of the activities and their child's achievements, and there are daily opportunities to exchange information through discussion. However, parents' contributions are not currently included in the assessments and the childminder does not liaise with other providers delivering the Early Years Foundation Stage, to ensure continuity of learning.

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?	1
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?	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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