

Inspection report for early years provision

Unique reference number	161863
Inspection date	12/08/2009
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1991. She lives with her husband and two adult children, in a house in the centre of Chippenham, within walking distance of local schools, pre-schools and shops. The whole of the ground floor is used for childminding and a bedroom is available upstairs for sleeping children. There is a fully enclosed garden available for outside play. The childminder is registered to care for six children under the age of eight years and of these three may be in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age range. She attends the local carer and toddler group on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have their individual needs met by a childminder who liaises closely with parents regarding their backgrounds and routines. This helps children feel settled and secure in her care. Children have access to a suitable range of activities that help support their development towards the early learning goals in most areas of learning. The childminder is able to reflect on her practice and has attended training to support her knowledge in certain areas. She has made improvements since the last inspection and this demonstrates her ability to improve.

What steps need to be taken to improve provision further?

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

- develop observations of children to include what they know, understand and can do, link these to the six areas of learning and plan the next steps in their development across all areas
- increase knowledge of the six areas of learning to ensure children have access to a wide range of interesting activities that aid their progress towards the early learning goals
- develop the programme for creative development to include opportunities for children to explore a range of media and materials and use these to represent their ideas in 2D and 3D creations
- improve the programme for knowledge and understanding of the world in order that children gain an insight into the lives of others and observe change over time through growing plants and vegetables
- encourage parents to contribute to their child's assessments regarding their children's achievements outside of the provision

The leadership and management of the early years provision

Children are cared for by a suitable and appropriately qualified childminder. The childminder keeps all necessary documentation in place and this is readily available for inspection. She implements her policies consistently and follows required procedures, and this in turn promotes the children's well-being. The childminder organises her day to incorporate the children's routines, hence, they have their individual needs appropriately met. Risk assessments are in place and these are effective in identifying possible hazards to the children and action taken to minimise these. Hence children play in safety as accidents are minimised and safety is promoted in the provision.

The childminder liaises with parents daily regarding children's individual needs, discusses personal circumstances and backgrounds and this enables her to cater for these and help offer the children continuity of care. She communicates with parents daily regarding the activities their child has participated in and any achievements they have made, and this is done both verbally and in a written diary. The childminder discusses children's progress with parents and this enables them to work together consistently to encourage the children's development. She shares special events with the parents, including sending photographs of them engaged in activities via a mobile telephone. Parents are not invited to contribute to assessments records to include children's achievements outside of the group.

The childminder has attended some additional training to support her professional development. She recently attended child protection training and this has increased her awareness of child protection issues and her role in safeguarding children. She has reflected on her practice and is aware of her strengths, as well as some future areas for development. She has recently gained funding to increase her range of outdoor equipment to promote children's physical skills further. She has made improvements since the last inspection and parents are now informed of the procedure to be followed if they should have a complaint.

The quality and standards of the early years provision

Children appear happy and settled in the childminder's care. They demonstrate a good relationship with her as they readily approach her for play, which the childminder responds to, including getting the stickers out and the crayons for drawing. Children enjoy looking at the books with the childminder and help count the animals as they take out stickers together. The childminder supports the children in learning skills such as counting and encouraging them to take specific coloured stickers to help with their colour recognition. The childminder gets down to the children's level to play with them, including when children choose a pen and paper to make marks. She interacts well with the children and talks to them about what they are doing. This helps promote the children's language development and increases their confidence in communicating with others. Children are, therefore, developing well with regard to their language skills according to their individual age and stage of development. Children make connections with the world as they work out how to make the pen work and how to stop it from working by pushing

the button. They confidently explore the toys and make choices with regard to their play. They put the dolls in the buggy and wrap them in blankets, build with the bricks and make marks on paper. This demonstrates their interest in their environment and the toys and equipment available. Children have access to a suitable range of activities that help support their development towards the early learning goals in most areas of learning. However, she is not confident in her knowledge of the six areas of learning and this means she is not able to link the activities she provides for them to these to ensure they have access to all curriculum areas. Children explore their natural environment, including looking at animals and the changing seasons. They learn to be confident in talking about their own lives, and have resources that reflect images of diversity. However, they do not participate in activities that help them learn about the lives of others nor in observing change over time. Children have opportunities for creative activities including drawing and play dough, although they have limited opportunities for exploring media and materials and for using these to represent their own ideas through 2D and 3D creations. The childminder takes some photographs of the children engaged in activities and writes a little caption about what they are doing. She is aware of how they have progressed since they have been in her care and how she will support their development further. However, observations do not detail what children know, understand or can do nor are they linked to the six areas of learning. Therefore, they do not show children's progress towards the early learning goals nor enable the childminder to plan for the next steps in their learning.

Children play in suitably organised premises where the best use of available space has been made. Children have areas for eating, resting and floor space for play. They have access to an appropriate range of toys and equipment that help encourage their development in all areas. These are stored at low level and children are able to choose those they wish to play with. Thus, this supports their confidence and independence. The childminder is committed to safeguarding children and has a suitable awareness of child protection issues and the procedures to follow in the event of concerns. She follows suitable procedures when taking children out to promote their safety and help them become aware of the importance of keeping themselves safe. This is through the use of appropriate equipment and teaching them about road safety. Children are encouraged to develop a positive attitude towards healthy eating through the nutritious snacks they enjoy in the provision. The childminder encourages their enjoyment of healthy foods through praise and encouragement. Children bring their own lunches to the childminder's house and these are stored appropriately to protect the children's health. They have access to water at all times and this means they have enough fluids throughout the day. Children have regular access to fresh air and exercise with daily walks in the locality. They climb up the steps of the slide and come down, they travel over, under and through the climbing frame, develop balancing skills, and practice throwing, kicking and retrieving balls. Indoors children play ball games and dance and sing action songs. They visit local parks to run around and play on the large apparatus, and in the garden they are able to engage in various activities, including blowing bubbles, listening to the birds and observing nature. The childminder demonstrates a sound awareness of the appropriate methods to use for managing children's behaviour. She works closely with the parents

regarding techniques to use and this enables children to receive consistent messages about what is right and wrong.

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?	3
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?	3
How well are children helped to stay safe?	3
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

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
--	-----