

Inspection report for early years provision

Unique reference number	161855
Inspection date	31/07/2009
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 1985. She lives with her husband in a bungalow in the Monkton Park area of Chippenham, close to local parks, schools and shops. All areas of the property except the main bedroom and the office are used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She 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 currently has four children in the early years age range on roll. The childminder attends the local carer and toddler group on a regular basis and is a member of the local childminding group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a fully inclusive provision, where the care and learning opportunities they receive are fully tailored to their individual needs. All children are included in all activities and routines and these are tailored to each individual child's stage of development. Hence, children play well together, develop good self-esteem and are respectful towards their peers. The childminder continually reflects on her practice and makes ongoing improvements to her provision. She has made good improvements since the last inspection, has attended training and this demonstrates her commitment to providing a high quality service.

What steps need to be taken to improve provision further?

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

- continue to develop observations of children during their play, link these to the six areas of learning and use these to show children's progress towards the early learning goals
- develop the programme for knowledge and understanding of the world to include opportunities for children to operate simple equipment and complete simple programs on the computer

The leadership and management of the early years provision

Children are cared for by a suitable, well qualified and experienced childminder. All policies and procedures are implemented to a high standard by the childminder and this fully promotes the children's welfare. She knows the children in her care extremely well, enjoys promoting their care and learning and, hence, promotes their self-confidence and self-esteem as she meets their individual needs. Effective risk assessments identify potential risks to the children and action taken to minimise these. These are regularly reviewed and new actions implemented where necessary to improve safety, both in and out of the home. The childminder is

committed to safeguarding the children in her care and she has a thorough knowledge of child protection issues, as well as the procedures to follow in the event of concerns. This fully promotes children's welfare in the provision.

The childminder liaises with parents prior to a child commencing in the setting to ensure she gains detailed information regarding children's needs. This means children have their routines respected and catered for and are cared for consistently and in line with parents' wishes. The childminder liaises closely with parents regarding their child's learning and development. Together they identify further areas for support and work consistently to encourage this. She also liaises closely with other adults working with the children, has initiated contact with them and introduced a contact book. This ensures there is three-way communication with her, parents and key workers and this enables the childminder to compliment the learning children receive outside of her setting.

The childminder is committed to improving her provision as she attends training to support her professional development and this means she implements new ideas into her practice. Since attending training on the Early Years Foundation Stage, she has implemented contact books with other adults caring for the children and this has ensured consistency of learning for the children. She continually reflects on her practice and makes ongoing improvements to her provision. She has recently gained a laptop to support older children with their homework and to improve younger children's access to Information Communication Technology. She has made good improvements since the last inspection, being confident in the activities she offers to all the children in her care, according to their individual stage of development.

The quality and standards of the early years provision

Children appear happy and at ease in the childminder's care as they confidently explore the toys, talk to her and engage her in their play. They engage in role play based on first hand experiences, as they feed the doll and offer it drinks and talk confidently about what they are doing. The childminder supports the children's language development well as she repeats what they say, helping them know she understands what they say and in turn, encourages their confidence in their communication skills. She also supports their skills in other areas, as they discuss the colours on a picture, another child comes to show them what she has made. The childminder utilises routine activities very well to develop children's knowledge and skills in most areas of learning. At snack time, they have laminated mats and she encourages them to find the initial letter of their names and helps develop their understanding of counting, as they hand out the bowls and find out there are too many. Children develop a sense of belonging in the childminder's care. When tidying away the toys they know exactly where to put them, they are aware of the routines as they put up the 'Visitors' sticker on the board with their own names and are keen to show visitors what they have been making. These include bug books and the 'Bug Hotel' they have made in the garden. Children show a positive attitude towards new learning experiences, as they make and play with paper aeroplanes, and enjoy seeing how they work, as they make them fly up in the sky. In the garden they get out magnifying glasses and look to see if they have any

insects in the 'Bug Hotel'. Children have lots of opportunities to learn about the wider world around them; they regularly explore the natural world with visits to places of interests and nature walks. They also socialise with other children as they go to toddler groups and visit the local library. Children engage in activities that help them learn about and develop respect for the lives of others, including craft, food tasting and exploring different texts. Children have access to a good range of interesting adult led and child initiated activities that help them make good progress towards the early learning goals. The programme for knowledge and understanding of the world does not currently include regular opportunities for children to operate simple equipment and programs on the computer. The childminder is very aware of children's starting points and abilities and the areas she is currently supporting them with. She observes the children during their play and keeps photographs of them engaged in activities and examples of their work. However, these observations are not currently linked to the six areas of learning and do not, therefore, demonstrate children's progress towards the early learning goals.

Children play in welcoming, child friendly premises, where there are low level pegs for them to hang their coats and bags, and photographs for them to put up as they arrive. The childminder is very aware of the children's backgrounds and reflects these in the provision. This helps all children develop a sense of security and belonging in the provision. Children have areas for playing, for quiet play, for resting and eating and this means they have their needs well met. The outdoor area is well organised to offer children plenty of opportunities in most areas of learning, including role play, exploration, mark making as well as physical activity. Children freely explore the child-friendly environment, making choices in their play and exploring the toys and activities on offer. They spend long periods in self-chosen play and this demonstrates their good concentration skills.

Children learn how to keep themselves safe in the provision, as when using utensils as the childminder reminds them to be careful and children know this is because they are sharp. There are also pictorial guides on display that remind children of the rules that they need to abide by to ensure the safety of themselves and their peers. When playing with bubbles the childminder asks the children if they remember how to play with them safely, and children say 'We must not drink the liquid or blow in other peoples faces'. Children develop their awareness of healthy eating through the nutritious snacks they enjoy in the provision. Children make healthy choices as they enjoy eating a wide selection of fruits, including blueberries and kiwi fruits. The childminder also introduces new fruits to the children which offers them new experiences and tastes, helping encourage their confidence in trying new healthy foods. Children demonstrate a positive attitude towards fresh air and physical activity as they are keen to go outside and play in the garden. Outside children enjoy running around chasing bubbles, clapping their hands to 'pop' them. Children push, pull and steer buggies with ease and move in different directions. They develop skills in throwing and retrieving balls and sit on rockers, moving these with their bodies. Children have opportunities to explore nature, engage in role play, arts and crafts and mark making activities, in the well organised outdoor environment. Hence, they have access to activities in most areas 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?	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?	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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