

Inspection report for early years provision

Unique reference number	161732
Inspection date	27/07/2009
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 1995. She lives with her four children, in a detached house in Chippenham, Wiltshire. There are local shops, a school and a park within walking distance. The whole of the property is registered for childminding, although the downstairs of the house is mainly used. There is a fully enclosed garden available for outside play. The childminder is registered to care for four children under the age of eight years, and one child for overnight care. 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.

The childminder is a member of the local childminding group, attending the local toddler groups and childminder network meetings on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children have their individual needs well met by the childminder who knows them and their individual abilities well. She recognises each child's uniqueness and this enables her to fully encourage their self-confidence and self-esteem in the provision. Children play in a welcoming provision and they all join in activities together, which the childminder tailors to meet their individual stage of development. They have access to a good balance of adult led and child initiated activities that help them make good progress towards the early learning goals. The childminder reflects on her practice and is able to identify areas of strength, as well as those for future improvements.

What steps need to be taken to improve provision further?

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

- further develop the planning of activities for children's individual learning and development to recognise and include their personal interests, in order that these can be built upon through play
- continue to develop the outdoor area in order that children have opportunities for exploration, sensory experiences, as well as physical activity

The leadership and management of the early years provision

Children are cared for by a suitable, experienced and appropriately qualified childminder. The childminder implements her policies and procedures consistently in order that children's welfare, care and learning is fully promoted. All required documentation is in place and this ensures the effective running of the provision daily. The childminder organises her day in order that she is able to meet children's individual routines and care needs, hence, she promotes their confidence and self-

esteem in the provision. The childminder has effective systems in place to identify potential risks to the children and minimise these to promote safety and prevent accidents both in the provision and when out. She is aware of her role in safeguarding children and has a good knowledge of child protection issues and the procedures to follow in the event of concerns.

The childminder liaises with parents very closely regarding the care of their children, respects their wishes and caters for individual routines. This enables her to offer the children continuity of care in the provision. She is very aware of children's family backgrounds and this means she is able to recognise and cater for specific needs. This ensures children have their individual needs fully met. The childminder liaises with parents daily regarding their child's day, as well as their achievements. Parents are invited to take home children's assessment files and view the photographs of them engaged in activities and discuss the areas identified for further support and encouragement.

The childminder reflects on her practice and is able to identify areas of strength, as well as those for future development. She intends to update her child protection training and has recently updated her first aid certificate. The childminder is committed to making improvements to her practice and is currently making improvements to her planning to incorporate what the children gain from the activities in the six areas of learning. She has made improvements since the last inspection and this demonstrates her ability to make positive impacts on outcomes for children.

The quality and standards of the early years provision

Children are very happy and at ease in the childminder's care. They readily explore the toys and equipment and make choices in their play. Children sit and concentrate, for example, when completing puzzles and when making marks on the 'Etch a sketch'. They use various tools with increasing control as they make marks and clean these off when they have finished. Children demonstrate a sense of pride in their achievements as they are keen to show their creations to others. Children demonstrate a secure relationship with the childminder as they readily approach her, both for play and for comfort. The childminder responds to these, helping children develop a sense of security in her care. Children sit on the childminder's lap and have a cuddle, demonstrating the attachments they have made. The childminder interacts well with the children, helping support their language development well. This, in turn, helps children become confident in their communication, as they repeat what she says and confidently approach their peers and attempt to communicate with them. Children make connections with the world around them and walk around with the toy phone at their ear, babbling and pretending to talk to others. When playing with the Mr Potato Head, a child gets a hat and takes it over to a play figure in a car and puts it on his head, then puts the toy glasses on his own face. The childminder gets down to the children's level and supports them well during their play. She talks to them about what they are doing, encourages their language skills and aids their concentration.

Children have regular opportunities to develop their social skills as they attend

childminder meetings where they socialise with other children. They regularly go for outings in the local environment, where they develop their awareness of nature and the natural world. They learn about the wider world around them, and the childminder encourages them to respect both similarities and differences between themselves and others. Children have access to a good balance of adult led and child initiated activities that help them make good progress towards the early learning goals. The childminder is very aware of the children's abilities and the areas she is currently supporting them with. She undertakes observations of the children at play and these are supported with photographs and some examples of their work. Observations show children's achievements and are used to plan for the next stage in their learning. However, although the childminder identifies the children's interests, she does not currently link these into her planning to move the children onto the next steps through the activities she provides.

Children play in welcoming premises where space is well organised to meet the children's needs. They have areas for eating, sleeping and messy play, as well as plenty of floor space for play. Children have access to a wide range of toys and equipment that help support their development in all areas. These are stored at low level in baskets and boxes and this encourages the children to choose those they wish to play with. Thus, this supports their confidence and independence. All toys are clean and in good condition and this means that children have access to toys that are safe, suitable and age appropriate.

Children's good health is well promoted in the provision. They make healthy choices as they eat nutritious snacks provided by the childminder and this helps them become aware of the importance of healthy eating. Children bring their own lunches to the childminder's house and these are stored appropriately to protect their health. The childminder is happy to liaise with parents, if required, regarding healthy eating and works with them closely on meeting the different stages of weaning. Children learn about the importance of hand washing routines through the pictorial guide in the bathroom and the childminder's encouragement. They have their own hand towels and this reduces the spread of infection in the setting. Children have regular opportunities for fresh air and exercise as they regularly visit local parks where they play on the large apparatus. In the garden children have a range of experiences in most of the six areas of learning. These include opportunities to engage in role play and mark making as well as lots of opportunities for physical play. However, the outdoor area is not fully developed to include opportunities for exploration and sensory play. The childminder has an excellent range of equipment in the garden, including ride on toys, scooters, tricycles, skittles, cricket, football and a mini trampoline. This fully promotes children's physical skills and helps them develop a positive attitude towards physical activity. The childminder is very aware of the methods to use for managing children's behaviour, including the use of praise and reward. She encourages children to play together and share and take turns and this means children play cooperatively and develop respect for their peers. The clear boundaries the childminder consistently implements mean that children learn how to behave in a manner that promotes their own safety and that of their peers.

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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