

Inspection report for early years provision

Unique reference number	EY345266
Inspection date	12/01/2010
Inspector	Hilary Elizabeth Tierney

Type of setting	Childminder
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and two children aged six years and nine-months-old in the residential area of Redhouse in Swindon. The whole of the house is used for childminding with a separate childminding lounge. There is a fully enclosed garden for outside play. The family have a dog as a pet.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder also cares for one child over eight years of age. The childminder walks to local schools to take and collect children. She collects children from the local playgroup. She takes children to the local library, park and shops.

The childminder has completed an Introduction to Childminding Practice course and a Safeguarding Children Foundation course. She is also working towards a National Vocational Qualification at level 3 in Childcare learning and development. She is a member of the National Childminding Association and of a local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing extremely well in all areas of learning and development. They are happy, confident, well behaved and feel safe in their environment. The childminder recognises children as unique and meets their individual needs well. She divides her time effectively between all children. There is a good partnership with parents and detailed information is shared daily with them. They have easy access to all written policies and procedures. The childminder has made good progress with the self-evaluation process clearly identifying areas for improvement and addressing recommendations from the last inspection. This demonstrates a clear commitment to improve.

What steps need to be taken to improve provision further?

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

- develop further the partnerships with other early years settings, so that all adults involved with the children contribute to their learning opportunities and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well. The childminder has clear procedures in place and is very knowledgeable about the procedures to follow in the event of having any concerns about children in her care. She is confident about how she would proceed if there were any allegations of abuse made against any members of the household. The childminder is careful to keep clear records of children's existing injuries and shares these with parents. Regular fire evacuations are practised with children and clear records kept. The childminder ensures she has a spare garage key and fluorescent jacket easily accessible and ready in the event of having to evacuate the premises, so she and the children have somewhere safe to shelter should the need arise. All children wear fluorescent jackets and wrist bands with the childminders' details on when out walking to and from school and around the local area. This helps to ensure their safety when away from the property. Robust detailed risk assessments are in place and regularly reviewed. These cover all aspects of the environment that children come into contact with. Safety gates around the property ensure children do not access areas unsupervised. Doors are secure and a visitors' book used. Authorised people to collect children are recorded. Children are taught to keep themselves safe through careful explanations about the consequences of their actions from the childminder. Children feel safe and secure in their surroundings and understand the rules of the home.

The childminder is exceptionally well organised and has clearly written policies and procedures in place which are shared with parents. She is careful to ensure these are updated regularly and shared with parents. All necessary documentation required for registration is in place and all parental permissions are in place. The childminder ensures all documents relating to her childminding business are kept confidential and secure. She has made good progress on observing and planning around children's interests and individual needs. She has detailed folders for each child with examples of work and photographs of the children with observations along side. The childminder plans activities so they challenge and stimulate the children as they play. There is a good partnership with parents and detailed information is shared with them regularly through two-way daily dairies, regular newsletters, a notice board and a verbal exchange of information when parents collect their children at the end of the day. The parents' poster is clearly displayed and a detailed complaints procedure is in place. The childminder provides a suggestion box for any comments from parents about the care she is providing or any ideas they may have for changes. Parents' comments about the childminder and her practice were very positive and complimentary. The childminder has not yet started to link with other early years settings that children attend she realises this is an area for her to develop.

Resources are in excellent condition and the balanced range is used effectively by the childminder to develop and support children's learning and development. They are easily accessible in clear boxes so children can see what they want and access them. The childminder demonstrated through discussion that she has a clear knowledge and understanding about how to provide support for any children that

may attend who have English as an additional language or who have special educational needs and/or disabilities. The childminder has a good understanding regarding equality and diversity and she actively promotes this through the activities provided and ensuring all children have access to all resources, such as easy access to dolls, prams, cars and construction resources. The childminder encourages children to learn about the world around them, including other cultures and religions, through activities and discussions. The childminder has a good range of resources that reflect the diversity in the community. The childminder has completed the self-evaluation process and has evaluated her practice and clearly identified areas for improvement. She has a commitment to improve the already high quality care she provides. She has addressed successfully the recommendations from the last inspection.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time at the childminder's home. She has created a warm, welcoming environment where children feel safe, secure and relaxed. They settle very quickly into their play and have easy access to the wonderful range of balanced resources on offer. Children have easy access to an exceptionally wide range of books and enjoy looking at them alone and with the childminder. She reads to them and encourages them to take part in the story, asking them questions about the story and what happens next. Children develop their language skills well, the childminder talks to them constantly about what they are doing, what they are going to do or can do next and she takes time to listen to them as they talk to her. The younger children are beginning to develop their early language skills as the childminder repeats sounds to them and talks to them as she gives them things, such as when children have snacks she tells them what they are having and encourages them to say 'thank you'. Children enjoy developing their imagination and creative skills through well planned activities. For example, the childminder planned an activity for the older children which involved sticking snowflakes on a silver paper plate. The older children thoroughly enjoyed this activity. They create their own design on the paper plate and take great pride in showing the childminder what they have done. The childminder asks the older children open questions about what they have made and who it was for. The activity then developed as the children cut up the plates and made shapes with patterned scissors. The children asked for a watch and the childminder cut out a shape of a watch for the children. Then one child put it on their wrist and walked around proudly with it. Children are encouraged to develop their interests and one child was observed having a lovely time playing with dolls, dressing them, feeding them and carrying their doll around. When the childminder took a younger child to bed, she asked the older children if they wanted to help. They go upstairs with the childminder and help put the younger children to bed, taking their own dolls with them.

Children are progressing extremely well in all areas of learning and development. The childminder is careful to include all children equally in all activities, but is very mindful of their age and level of understanding as they play. She helps children develop skills for the future and explains to them carefully so they are starting to

understand about sharing, taking turns, being kind to one another and making friends. Children understand about the world around them through very well planned activities which involve learning about different cultures and religions. Children have access to all resources that help them understand about equality. There are many positive images displayed around the playroom. Children are beginning to learn about counting and developing their mathematical skills and are encouraged to count items and their fingers. The childminder allows children to develop their independence and gives them choices through the day. Children are exceptionally well behaved and the childminder works closely with the parents to ensure consistency between home and her setting. Children respond extremely well to the childminder and interactions between them are excellent. Children understand the rules of the home and have a sense of belonging, are confident and have developed excellent relationships with each other and the childminder. They are active learners and have high levels of confidence and self-esteem.

Children learn about the importance of healthy lifestyles through the childminder explaining to them the importance of healthy eating, fresh air and exercise. The childminder is an excellent role model and the home is clean and tidy. Children were observed enjoying healthy snacks, the older children were observed eating carrot sticks and tomatoes. They eat well and understand why they need to eat fruit and vegetables. The childminder has a five-a-day chart that she uses to encourage children to eat the correct amount. Their names are on the chart and children mark off when and what they have eaten that day. Drinks are easily accessible and meals are provided by the children's parents. Children enjoy fresh air and exercise and regularly take part in garden play and walks to and from school. Children recalled clearly how they have built snowmen and played snowballs and thoroughly enjoyed themselves. The spread of infection is reduced through excellent procedures the childminder has in place. All children wash their hands before meals and after using the toilet paper hand towels are used by all and see the childminder regularly washing her hands and using anti-bacterial hand gel. The childminder has a chart where she records when the toilet has been checked for cleanliness and she has a clear sickness policy in place and no children attend when ill. Clear accident and medication records are kept and shared with parents on the day.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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