

Inspection report for early years provision

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Inspection date 11/01/2010
Inspector Susan Esther Harvey

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).

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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and three children aged 20 months, eight and 10 years old in Chippenham, Wiltshire. Most of the childminder's house is used for childminding there is a downstairs toilet for children to use. An enclosed garden is available for outside play.

The childminder is registered to care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, of these not more than three may be in the early years age group. She is currently minding two children in this age group and also offers care to children over five, some in part-time places.

The childminder collects children from the local school and attends several toddler and childminding groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well developed understanding of children's needs and their uniqueness is respected. She is inclusive in her practice and successfully promotes their learning and welfare. The childminder has a strong relationship with parents, which has a great impact in making sure that the needs of the children are being met. The childminder is very motivated in her capacity to improve by attending training events and working towards a level 3 qualification in early years. As a result, this commitment has a beneficial affect in ensuring that the learning and welfare has an impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop children's interest and link this with the planning.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of safeguarding issues through attending training and clear child protection policies and procedures. Children are also protected from people who are not vetted while on outings. The childminder's focus is on the safety of children both inside the house, in the garden and on outings. This is due to a very clear risk assessment which strengthens children's safety while they are in her care. Policies and procedures are well documented, easy to read and regularly reviewed.

Children and babies make good progress in their learning and development. They

are content to play and confidently move around the home where they can independently access a range of resources which they will have chosen for themselves. The childminder is inclusive in her practice. Equality and diversity is promoted through a range of books and resources and through the opportunity to experience activities which support various festivals such as Chinese New Year and Diwali. The level of communication with parents is excellent. They are able to access their children's progress book at all times, the daily contact book keeps them informed of their children's time in the care of the childminder. Comments from parents are positive. They say how pleased they are with the relationship the childminder has developed with their children and that they are able to contribute to the children's learning through verbal feedback each day and through regular questionnaires. As a result, there is a strong two-way flow of information between parents which benefits the children and helps them feel secure. At present, the childminder has no contact with other early years settings as children do not currently attend. However, she has a clear understanding of the importance in doing so should the need arise.

The childminder has an effective system in place for evaluating her practice, she is diligent in making sure that children are in receipt of the best possible care and attention. She takes into account the views of parents and children. The childminder is constantly updating her knowledge through attending courses, as well as subscribing to a childminding publication which keeps her informed of any changes. Babies are given lots of cuddles and are settled in the childminder's care. Other children frequently call her by name to which she responds with patience and care. She has a firm understanding of the Early Years Foundation Stage framework which is emphasised by the amount of detail and supporting evidence recorded in children's progress books and photographs. The starting points for learning are taken into account at registration with the childminder. She records observations and assessments in order to identify the next stage in their learning. Planning is flexible but not consistently linked to the children's individual interests. Their interests have the ability to be extended and included in planned activities. For example, role play is important to the more able children which generates lots of conversation and interest in everyday things such as visiting the hairdressers.

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

Children have a warm, clean home where they learn the importance of good hygiene and personal care. They learn how to prevent the spread of infection by using paper towels and appropriate use of tissues when they have a cold. Frequent opportunities to play in the fresh air and climbing activities in soft play centres, helps children understand the need for regular exercise. The childminder is flexible in the provision of food. Some parents provide children with a healthy lunch box, baby food is provided by the childminder. Young children are introduced to a healthy diet to which they eat heartily and have good appetites. Regular drinks of water are available to them throughout the day and children develop good social skills through eating snacks and meals together at the table.

Children make good progress towards their early learning goals as well as

developing skills and personal qualities for their future learning. An example of this is that children are building a strong relationship with the childminder, they make choices for themselves about what they wish to play with and independently feed themselves at meal times. Children and babies are motivated and interested in the resources on offer, they share and take turns. Through lots of praise, encouragement and patience from the childminder, young children are beginning to gain confidence and develop their self-esteem. Children learn to concentrate when building a jigsaw puzzle and are pleased when they succeed. The childminder takes children to places of interest and outings most days, such as local playgroups where they socialise with other children, to an arboretum where they can climb and run among the trees and the occasional ride on trains and local buses. As a result, children are having a good time with a range of experiences which enhance their learning and enjoyment.

Children develop a sense of belonging in the childminder's care. The home is safe and secure and all the documents are completed appropriately such as the accident book and register. The childminder keeps children safe while travelling in a car. She maintains a bag and information for use in the event of an emergency. Children are beginning to learn how to keep themselves safe as they regularly take part in evacuation drills and help tidy away toys from the floor. Children are very confident in the care of the childminder. They actively contribute to their own learning and delight in feeding and changing dolls, dressing and undressing them and taking them for walks around the house. Babies have the chance to increase their hand and eye coordination playing with shapes and posting them accurately into a larger shape. Children enjoy singing action songs. They have the chance to handle money at the local supermarket where they buy goods following a role play shop activity in the childminder's home. As a result, children are enjoying various experiences and learning through play.

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

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|--|---|
| 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

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

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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

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