

Inspection report for early years provision

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Inspection date	16/12/2009
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 2001. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and one child aged four years in the residential area of Gorse Hill in Swindon. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family have a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five 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 attends the toddler group and takes children to the local library, park and shops. The childminder has partnership arrangements with other early years settings, including Gorse Hill Children's Centre.

The childminder holds a Level 3 qualification in Childcare and Education. 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 happy, confident, feel safe and their individual needs are met well as they play. Children are progressing well in all areas of learning and development. They are treated with equal care and concern by the childminder. Activities provided are stimulating and exciting for the children. The partnership with parents is good and detailed information is shared with them regularly. The partnership with other early years settings is developing effectively so all adults are involved in their learning. The self-evaluation process has started and has some areas of improvement have been clearly identified which demonstrates a commitment to improve.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).
- 30/12/2009

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

- develop risk assessments further with particular attention to individual outings to continue to help keep children safe when away from the premises
- develop the links between sensitive observational assessments and the general planning of activities that include children's interests, so that all children's individual needs continue to be met.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Clear procedures are in place and the childminder is clear about the procedures to follow in the event of having any concerns about children in her care and if any allegations are made against any members of the household. The childminder keeps clear records of children's existing injuries and shares these with parents. Regular fire drills are practised with children and records kept and evaluated should any problems occur. A visitors' book is kept and all doors are locked when children are present. The keys to the front door are kept with the childminder in the event of being needed quickly in an emergency. Risk assessments are in place, but have not been developed for any outings that may take place. However, the childminder is able through discussion to demonstrate a clear understanding about how to keep children safe when away from the premises. A password system is in place for anyone collecting children. All adults in the household are suitably checked. Children are taught to keep themselves safe through careful explanations from the childminder and the consequences of their actions.

The childminder ensures that most resources are easily accessible for the children, but they are rotated regularly with others that are upstairs. The children understand they can ask for particular items if they want them. For example, children were observed asking to play with the soldiers and planes, the childminder took them upstairs to get them and they brought the items downstairs so they could play with them. The childminder has a suitable knowledge and understanding about how to promote equality and diversity with the children. She recognises other cultures and religions and helps the children understand about these. Resources are in good condition and varied and reflect the diversity within the community. The childminder demonstrated through discussion, how she would offer support for children with English as an additional language and any children that may attend who have special educational needs and/or disabilities. The childminder has made a start on the self-evaluation process and has started to evaluate her practice and identify some areas for improvement. She has a commitment to improve the quality of her practice and care she provides and realises this is an on-going process. The childminder has started developing learning journey books for the children to help her observe and assess their development. However, she has not fully linked children's next steps and children's interests to the general planning of activities to continue to help her support and extend children's individual needs.

The partnership with parents is good. Detailed information is shared with them which includes policies and procedures, verbal information and time is taken when convenient for the parents to talk in the evenings if required. Daily diaries are used

if parents wish. The parents poster is clearly displayed and there is a detailed complaints procedure in place. When children start at the childminder's home the parents are requested to discuss the child's routines, likes, dislikes, family members, achievements and emergency numbers and authorised people to collect. This ensures the childminder has all the necessary information to help the child settle with her quickly. The partnership with other early years settings is good and regular information is shared between them and the childminder so that all adults are involved in the child's learning and development.

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

Children have a lovely time at the childminder's home. The childminder has a calm, caring approach with the children and is providing a warm friendly environment where the children feel safe and enjoy being there. The children are confident, happy and lovely interactions between the childminder and children promote their language skills. Children have access to a lovely balanced range of activities that keep them well occupied, stimulated and interested so consequently children are progressing well in all areas of learning and development. Children were observed having a lovely time developing their imagination as they had a tea party with toy monkeys. The children sat the monkeys in the chairs around the small table and gave them drinks and play food. The childminder interacted very well directing the children to help develop the activity. The childminder tells the children that the monkeys will need bowls for their food and the bowls should be large, medium and small for each monkey. A child finds a small bowl and puts it by the small monkey, the childminder praises them as they find the correct bowls. The children gave the childminder and the monkeys some 'food' telling her to be careful as it was hot. This activity was developed extremely well by the childminder using open questions to help the children think, learn and develop their mathematical awareness and counting skills. Children enjoy looking at books together and alone. They were observed enjoying a book the childminder had recently got. They made themselves comfortable near her by getting cushions to sit on and one for the childminder, then the story was read to them. They got involved with the story as the childminder asked them to find items on the pages. Children are developing their social skills and are learning about how to make friends, share and take turns. They are developing skills for the future through careful direction from the childminder. She ensures that any minor squabbles are sorted quickly and children are taught to apologise to each other if necessary. Children are developing a knowledge of the world around them through the celebrations of other cultures and the good range of resources available.

Children are developing a good understanding about healthy lifestyles. They are encouraged to wash their hands before snacks and meals and use separate hand towels which helps to prevent the spread of infections. Children enjoy snacks and lunch time. They sit well and chat with the childminder and her partner as they eat. They understand they need to sit at the table to eat and enjoy their food. Children are encouraged to brush their teeth after meals. Children have regular access to fresh air and exercise through walks around the local area and garden play. Accidents, should they occur, are recorded clearly and shared with parents.

Medication records are kept and shared with parents and written parental permission is obtained before any medication is administered to children. The childminder has not requested written parental permission to enable her to seek emergency medical advice or treatment for the children should this be required.

Children have a lovely time at the childminders' home and thoroughly enjoy their time with her. Interactions between the childminder and children help to promote their good manners, good behaviour and encourage them to make friends. They are able to make choices and decisions for themselves. They are active learners, eager to take part in activities and enjoy investigating and exploring their surroundings.

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	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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

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