

## Inspection report for early years provision

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<b>Unique reference number</b>	506058
<b>Inspection date</b>	15/10/2009
<b>Inspector</b>	Shirley Ann Jackson
<b>Type of setting</b>	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 has been a registered childminder since 1987. She lives with her husband and two children, an adult son and child aged 15 years. They live in a house in the Gorse Hill area of Swindon. It is within walking distance of shops, community facilities and parks. All areas of the property are used for childminding, with most care taking place downstairs. There is a fully enclosed garden available for outdoor play. The family keep indoor tropical fish and a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children on roll aged from 13 months to four years. She also offers care to older children. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder meets the needs of the children attending by recognising them as unique individuals. She promotes children's welfare with success, ensuring they are safe and well cared for. All children are making suitable progress in their learning and development. However, systems for observation and assessment are in their infancy. Positive working relationships are in place with parents and carers to ensure they are kept informed of their child's care and learning. The childminder's limited use of evaluation is not robust enough to ensure that all gaps in her provision are identified. Systems for the childminder to evaluate her practice are in their infancy, so not all gaps in her provision have been identified.

## **What steps need to be taken to improve provision further?**

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

- build links with other settings children attend to ensure that practitioners regularly share the children's development and learning records and any other relevant information
- analyse observations to help to plan 'what next' for individuals and groups of children
- encourage parents to regularly review their child's progress file and to contribute meaningfully to this process
- develop a method of evaluation of the setting and consider ways to involve parents and children in this process

## **The effectiveness of leadership and management of the early years provision**

The childminder has produced comprehensive, written policies and procedures. These are effectively shared with parents to ensure they are well informed about the setting. The childminder has conducted thorough risk assessments on her home, garden and for all outings undertaken with the children. These are regularly reviewed to eliminate or reduce potential hazards, so keeping children safe. The childminder has a sound knowledge of the indicators of abuse and neglect. She is aware of the procedures to follow if she has any concerns about a child in her care. This helps to safeguard the children attending. The childminder makes suitable use of the available space. Children are offered a range of resources in the conservatory or they can choose from the selection which the childminder provides in the lounge. Children move freely from room to room, depending on which activity they are taking part in.

Partnerships with parents and carers are sound. When parents first approach the childminder she shares her childminding folder with them. This contains her policies and procedures along with her training certificates. Ongoing information is then shared through informal feedback at the end of the day and by sharing children's progress folders. Parents can look through their child's progress folders, but are not encouraged to comment formally in them. Parents have given letters of support to the childminder, praising her for the care she offers. The childminder has friendly relationships with other settings children attend, but they do not yet regularly share children's learning and development records.

Recommendations raised at the last inspection have been addressed, helping to keep children safe and healthy. Systems for the childminder to evaluate her practice are not yet robust enough to enable her to identify all gaps in her provision.

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

Children settle well and are comfortable in the company of the childminder, her family and other children attending. They are supported in their play as the childminder is on hand to become involved in their play. The childminder offers a range of activities to the children, which over time, cover all areas of learning and helps them to make suitable progress in their learning and development. Systems for observing and assessing the children as they play are in their infancy. The childminder is not currently identifying children's next steps to help to move them on to the next stage in their learning. She has recently attending training on observation and assessment and is beginning to feel more confident about methods to use.

Children have warm, secure relationships with the childminder. From this secure base young children explore the environment with interest, for example, crawling from room to room. Children's early communication skills are fostered as the

childminder responds to children's noises and sounds. For example, when child says 'hiya' the childminder responds by replying and smiling. Children enjoy looking at books and they listen to and enjoy rhythmic patterns in rhymes and songs. Their early writing skills are promoted as they draw and 'write' on a white board in the conservatory. Children show interest in things that are built up and fall down, such as, stacking cups and bricks. They enjoy playing with technological toys which make noises and light up when buttons are pushed. Children enjoy making music and dancing to musical instruments and toys.

Children learn about a healthy lifestyle as they willingly wipe their hands with wet wipes before and after eating. Parents provide food for their children, ensuring they enjoy their own familiar food. The childminder stores this appropriately to ensure it stays fresh. Children have regular opportunities to enjoy fresh air and exercise as they play in the childminder's garden or visit nearby play parks. Children learn about safety as they regularly practice emergency evacuation drills with the childminder.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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