

Inspection report for early years provision

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| Inspection date | 03/11/2009 |
| Inspector | Rosemary Davies |
| 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 has been registered since 2001. She lives with her husband and two children aged six and 12 years in Chiseldon, near Swindon, Wiltshire. Shops, parks and toddler groups, and lie a short walk away. The childminder takes and collects children from local schools and pre-schools. The family keeps two pet dogs.

The childminder is registered to care for a maximum of five children at any one time, of whom three may be on the Early Years Register. She is currently minding four children in the early years age range. She also offers care to children aged over five years to 10 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Minded children may use the entire house, although in practice, remain mostly downstairs. A fully enclosed rear garden is available for outside play. The childminder holds a relevant early years qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children receive a positive experience of the Early Years Foundation Stage (EYFS) with this childminder. The childminder provides an inclusive environment overall, meeting children's individual welfare needs well, and liaising closely with parents to help her do so. She promotes their learning and development suitably. The childminder has not kept abreast of all requirements introduced with the EYFS, however, does not promote some areas sufficiently, such as outdoor learning. She reflects on her practice and identifies areas of strength accurately but has not pinpointed all areas for development or established precisely how improvements will be made; consequently, she shows satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop systems for assessing children's progress across all areas of learning, including establishing firmer partnerships with others involved with the children, such as pre-school staff, to include their knowledge of children's capabilities
- place more emphasis on daily outdoor learning, ensuring all six areas of learning are promoted
- further improve the use of resources, so the youngest children are made aware of the full range of choices available to them.

The effectiveness of leadership and management of the early years provision

This caring, experienced childminder fully understands her responsibilities for safeguarding children. Visitors cannot enter her home unless invited to do so. She identifies and minimises potential risks to children's safety and health well, both inside and outside her home, conducting daily checks, as stated in her policies and procedures. She maintains a suitable record of risk assessment, which she reviews regularly, although there is no system to review policies. She keeps all required records and documentation, such as a daily record of children's attendance. She seeks parental permission for children to receive emergency medical care, if needed. She provides parents with details of how to make complaints, should they wish to do so. All these factors contribute to children being safeguarded well.

The childminder reflects on her practice and knows where some of her weaknesses lie, but she has not evolved a strategy to address these. It is a while since she undertook any training, and she lacks knowledge of some EYFS requirements, such as promoting all six areas of learning outside. Nevertheless, she has addressed recommendations from the last inspection, showing her wish to improve; children now self-select equipment and toys, for example, although there remains room for further development in use of resources. The childminder promotes equality and diversity suitably overall, but does not meet the needs of all children, fully.

The childminder understands the importance of establishing partnerships with others involved with the children, such as children's key persons at their pre-school, but she has not done all she might to make these work effectively. She engages well with parents and the children themselves, seeking their views on her provision and providing new toys as requested.

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

Children clearly enjoy being in this childminder's company, showing that they feel secure and settled in her home. They trust the childminder, approaching her for help or a cuddle when needed, knowing that she will meet their needs. Their trust is justified because the childminder understands her responsibilities to keep them safe and protect their welfare, which she does well. Children learn how to keep themselves safe, developing climbing skills under her guidance, learning how to cross roads safely and what to do in emergencies, through fire drills.

Children behave well because they enjoy their activities and the childminder makes sure everybody understands what is expected of them. Older children take off their shoes when entering the home, help pack away toys when asked and are caring towards their younger friends. The childminder tackles any minor disagreements immediately and appropriately, so that children learn to share and get on with each other.

The childminder provides a wide range of resources for children's use indoors,

from which they enjoy deciding what they wish to do. However, there is no system to make the youngest children aware of all the possibilities open to them, such as 'messy' play, unless the childminder suggests it. Additionally, the childminder does not make full use of her garden to promote outdoor learning, which inhibits those children who learn better outside.

The childminder knows children well individually. She establishes their starting points and interests through discussions with parents and observations of their play. Assessment systems are in their infancy, and do not monitor children's progress towards all the early learning goals, so there is no way of knowing all areas are covered.

Children enjoy their activities. They gain some firm foundations for their future lives, learning to enjoy books and visiting the mobile library. The childminder supports children's play well. She questions them to provoke thinking, which is a good role model for their speech, and gently supports the youngest children in developing their vocabulary and conversation skills.

Children use clean premises in which the childminder minimises the dangers of cross-infection well. She refrigerates lunchbox perishables, and is meticulous in washing her hands, so children follow her example and develop good personal hygiene routines themselves. The childminder provides parents with suggestions for suitable packed lunches, explaining the need to promote healthy living. Children benefit from regular fresh air and physical exercise, such as visiting local parks.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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? | 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 | 2 |
| 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 | 2 |

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 | 3 |
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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 | 3 |
| 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 | 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

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

Met