

Inspection report for early years provision

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| Inspection date | 17/11/2009 |
| Inspector | Julie Neal |
| 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.

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Description of the childminding

The childminder has been registered since 2002. She lives with her husband and three children in the Blackbrook area of Taunton. She mainly uses the ground floor of her home for childminding, with children having access to upstairs to rest. There is an enclosed garden suitable for children's use. The family has a pet dog, budgies and fish.

The childminder is registered to provide care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group, at different times. She also offers care to children aged over five to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. Overnight care is not provided.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets children's individual needs extremely well. Her excellent relationships with parents ensure she has a thorough understanding of each child's requirements, and her very good planning and organisation ensures these are consistently supported as children grow and develop. Children benefit from the childminder's good, ongoing processes of self-evaluation. These enable her to identify areas for personal development and to address these very effectively in order to promote consistently high quality outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing further the minor documentary weaknesses to ensure records reflect current best practice.

The effectiveness of leadership and management of the early years provision

The childminder has an extremely good knowledge and understanding of the requirements of the Early Years Foundation Stage (EYFS) and ensures these are consistently met. This is demonstrated in the excellent way procedures and routines that safeguard children are implemented. She ensures adults in her household are checked for suitability, and any visitors while she is childminding are recorded and supervised at all times. She ensures that parents are aware of her safeguarding responsibilities and her duty to protect children. For example, she shares her written procedures with them and discusses specific issues, such as why she records any minor injuries that may have occurred prior to children's

arrival at her home. She has an extremely good awareness of issues that may cause concern regarding abuse or neglect, and is confident in her knowledge of Local Safeguarding Children Board (LSCB) procedures. Excellent risk assessments and daily routines ensure children remain safe and secure at all times. For example, children enjoy frequent walks in the local community; the extremely thorough risk assessments cover routes and specific locations, and the childminder ensures even minor changes that may have an impact on children's safety are noted and addressed.

Regulatory documentation is all in place and generally is maintained well. Registers clearly show when children are present and that ratios are maintained. Records of any accidents are thorough and there are procedures to record any medicines given to children. All required policies and procedures are in place, and these are shared with parents. There are some minor weaknesses in aspects of record keeping, such as, occasional outdated references in policies; however, this does not affect the overall content of these, which supports high quality childcare.

The childminder evaluates her practice very well. She has a thorough understanding of her own strengths and weaknesses, and is proactive in addressing areas for development promptly in order to benefit children. For example, undertaking training to develop confidence in meeting the recording elements of the learning and development requirements of EYFS. This has resulted in her devising her own system of monitoring that enables her to focus quickly on each child's individual stage of development. The childminder uses her self-evaluations effectively in planning for the future. For example, she does not currently care for children who also attend other providers of EYFS, however she is aware of the need to work in partnership, and has ideas for how this could work effectively.

The childminder develops excellent relationships with parents and works closely with them in order to meet children's individual needs. She takes time to understand families' individual cultures, and shows respect for these when planning and organising activities and daily routines. Parents are provided with very good information about the childminder, her family and all areas of practice. Settling in procedures are very good, enabling parents and children to get to know her and to feel relaxed in her home. Daily feedback, both verbal and written, provides parents with an extremely good overview of their children's daily achievements.

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

Children's welfare, learning and development are promoted extremely well. Procedures and routines that support children's health and safety are implemented most effectively. Rigorous daily checks ensure that children benefit from a safe, secure and hygienic environment where they can play without risk. The childminder ensures children are well protected from the risk of illness and cross infection, for instance, her sickness procedures are clear regarding exclusion times following illness, and she implements these effectively. Children learn very well

about personal safety. The childminder uses their regular walks to ensure they have a thorough understanding of road safety, and frequent practises of emergency evacuation procedures ensure children have an extremely good awareness of how to stay safe in the event of a fire. Health promotion with children is excellent. Very young children develop a good awareness that they need to wash their hands appropriately, such as at mealtimes, and slightly older children understand why this is necessary. Any meals and snacks provided by the childminder are healthy and nutritious; parents who prefer to provide meals are asked to support her healthy eating policy and to ensure these are well balanced. The childminder works very closely with the parents of babies and very young children to ensure their changing dietary needs are supported, and that they are introduced to different tastes and textures as they grow. Children show a very good awareness of foods that are good for them. For example, during an art and craft activity, they make a collage plate of foods that are healthy, and foods that are treats. They confidently talk about eating 'lots and lots' of fruit and vegetables to 'grow big'. They enjoy the health benefits of plenty of fresh air and physical activity, making use of the childminder's garden and local parks as they engage in games that encourage them to develop confidence as they use their bodies.

Children make excellent progress in their learning and development, relative to their individual starting points. The childminder plans extremely well to ensure that children enjoy a breadth of learning opportunities in all areas. She uses her observations very effectively to influence her planning, focusing extremely well on each child's identified areas for development and organising activities and resources that support these. For example, babies who are almost ready to stand and support themselves enjoy games with the childminder that enable them to develop strength and coordination in their legs. Older children are focusing on developing skills with a variety of tools, learning to manipulate and control these. For example, they use scissors and glue spreaders as they make collages, they dance while twirling ribbons and make patterns in the air with these, they use screwdrivers as part of construction activities. The extremely good progress children make in each area of learning is reflected in the records used by the childminder to monitor their achievements. These clearly identify children's current stage of development, and their next steps in learning.

Children have a warm and affectionate relationship with the childminder, they demonstrate a strong sense of emotional security and are confident that their needs will be met. They are very well behaved, and consistently show kindness and concern for each other. They are enthusiastic participants in activities who make suggestions about what they want to do, and who engage well with each other in play. For example, children have asked to have a play tent set up, and have a wonderful time as they use this for a variety of self initiated games, including playing hide and seek with the childminder where they practise counting to 10. Excellent use is made of spontaneous opportunities that arise to encourage children to think, and to communicate their ideas. For example, when out for a walk, the childminder points out a plastic bag that has been blown up into a tree and stuck. She encourages children to think about the bag's journey and a lively and imaginative story develops, with all children participating enthusiastically.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

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? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| 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 | 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 | 1 |
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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 | 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 | 1 |
| 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