

Inspection report for early years provision

Unique reference number	EY291797
Inspection date	15/10/2009
Inspector	Bridget Copson

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 2004. She lives with her two children aged 10 and 13 years, in Ilminster, Somerset. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed rear garden for outside play. The childminder has two Jack Russell dogs, a cat and a Budgerigar.

The childminder is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group. She is currently minding three children in the early years age group as well as children over five years to ten years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met well by the childminder. This is supported by the good working relationships established with their parents, but not so effectively with the other settings children attend. Children's individuality is valued and they see a positive reflection of themselves within the setting to promote their sense of belonging. Their learning is planned and monitored on an individual basis, which encourages each child to develop to their full potential throughout most of the year. As a result, children are making good progress through the Early Years Foundation Stage (EYFS). The childminder values the importance of continuous development and has implemented many improvements to further promote the Every Child Matters outcomes for children.

What steps need to be taken to improve provision further?

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

- improve links with the other settings involved in children's care and education
- plan and promote children's next steps of learning throughout the whole year to further encourage them to develop to their full potential.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively by the childminder who has secure systems in place to assure their safety and well-being. Policies, procedures and records are up to date and used to ensure the safe and efficient management of her provision and to meet children's needs. Risk assessments maintain good standards of health and safety within the house and on outings. The childminder has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

The childminder has a good understanding of the EYFS and knows the children well. She organises her home efficiently which allows her to dedicate her time to observing, interacting and supporting children. She creates a positive environment in which she involves children within their local community, visiting different places within the town. For example, the Children centre, library, shops, play parks and walk on the outskirts of the town. She provides a positive reflection of diversity within her home to raise children's awareness of the needs, feelings and lives of others and manages their questions in a natural and positive manner.

The childminder has successful systems for monitoring and evaluating the quality of her provision and to promote continuous improvement to the benefit of all children. This includes the beginnings of a self-assessment record. In addition, she meets regularly with the local authority and has addressed all recommendations made. She is proactive in updating her knowledge and skills and has attended a wealth of courses and workshops since her last inspection.

The childminder has established effective working partnerships with parents. Comprehensive information is provided to parents to support them in making an informed choice, including her professional profile and copies of her policies and procedures. Parents provide the childminder with information regarding their child's needs and agreements are signed to promote consistency. In addition, parents provide information regarding their child's starting points and interests on admission to support the childminder's early assessments. Parents are kept well informed and involved through displays, daily communication, completing questionnaires and contributing to their child's assessment file in the holidays. However, less effective links have been established with the other settings involved in children's care and learning to further promote consistency and continuity.

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

Children benefit from a good range of well-maintained resources which are easily accessible within the sitting room and hall to promote their independent play. Children's learning is planned effectively through activities linked to their interests and to seasonal events. For example, the childminder organised a 'yellow day' following a child expressing a particular liking for the colour. Children benefit from a good balance of planned activities with a purpose and time to choose and lead their own play. Children's progress is monitored well through observations which highlight their stage of development and achievements. These are recorded in their own 'Personal Pathway' books with examples of their work and snap shots of their developing interests. However, during the school term times these assessments are not updated as frequently when children's attendance is less. As a result, less next steps of learning are identified and children are not supported as effectively in developing to their full potential at this time. The childminder knows children well and interacts with meaning to support, extend and encourage children. As a result, children are making good progress in all areas of their learning.

Children are happy and settled, and demonstrate a good sense of well-being. For example, they focus for long periods in their play, cuddle up to the childminder for comfort, develop good independence and giggle when sharing jokes together. Children behave well. They listen, show good manners and are developing positive attitudes. The childminder acts as a good role model and offers lots of encouragement and praise to raise their self-esteem. Children communicate with confidence, talking freely throughout their play. They have many opportunities to mark make indoors and in the garden and make very good use of the books for stories and reference. Children use mathematical language in their play, such as counting, describing the position of objects and naming shapes. Children use their imaginations well in role play activities and with constructional and small world toys. They also explore many different media and materials with their hands and tools, for example, paint, sand, water, foam, wet jelly, dough, cookery ingredients and collage materials.

Children demonstrate their feelings of security within the childminder's care through their self-confidence and well-being. They learn about keeping safe through practising the Green Cross Code, discussing stranger and pet dangers on walks and safe play rules at home. Children's health is supported through the provision of a clean and hygienic environment, effective hand washing routines and nutritious snacks. They benefit from a good range of activities at home and in different environments within the town to promote their fitness and physical development and to run freely.

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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

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