

Inspection report for early years provision

Unique reference number	EY393995
Inspection date	11/01/2010
Inspector	Beverley Blackburn
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 registered in 2009. She lives with her partner and two children aged one and six years old in the Upper Stratton district of Swindon. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under the age of eight years; of these, not more than two may be in the early years age group. She currently has four children on roll; of these, three are in the early years age range and attend on a part-time basis. She walks to local schools and pre-schools to take and collect children. She attends the nearby carer and toddler group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a caring and comfortable family environment and acknowledges each child is unique, with their own needs and interests. This is well supported through the relationship the childminder has with their parents; this means there is a positive impact on the children's welfare and education. Children are making sound progress in their overall learning and development as they enjoy activities within the home. The childminder has started to evaluate her provision and has made improvements where they are needed, showing good capacity to maintain 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 observations and assessments of each child's achievements, interests and learning styles; use these observations and assessments to identify learning priorities and plan relevant learning experiences for each child
- continue to provide positive images that challenge children's thinking and help them to embrace differences in ethnicity, language, religion, culture, special educational needs and disabilities
- develop effective links with other providers and agencies in order to fully support the children's learning and developmental needs

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well because the childminder has a secure understanding of her role and responsibilities to protect children. The childminder has created risk assessments for reducing hazards to children, which include all areas children use indoors and when off the premises. The childminder carries out fire drills and keeps records of each practice. She ensures all children are aware of the procedure by conducting regular practices and having an awareness of the children's attendance pattern. An effective range of policies helps guide her daily procedures and parents receive clear information on all of these. The childminder has all the necessary details in place and is fully up to date with child protection issues should she have concerns about abuse or neglect.

The childminder effectively completes her self-evaluation form and is continuously looking for ways to develop her practice and, therefore, improve outcomes for children. The childminder has taken positive steps, such as, talking to parents for their valuable feedback and assessing her practice for areas of development. She has identified some areas such as improving her activity plans and increasing her range of multi-cultural resources. She makes plans to ensure she not only maintains her knowledge but further develops it, for example, by booking and attending courses for safeguarding, Equalities and Disabilities and Food Safety for childcares. She has also started her NVQ level 3 in Childcare and Education.

Resources are stored appropriately at the children's level which enables children to independently access them. The childminder provides some toys and resources where children learn to celebrate differences and other cultures. Children are beginning to develop their understanding of diversity within the local community. The childminder adequately promotes equality and diversity. The childminder develops good, trusting working relationships with parents and spends time with them finding out about their children. She asks what they like/dislike and finds out about their routines and any health issues if applicable. This means children's individual welfare needs are being met well. From discussion with the parents, they are happy with the care the childminder is providing for their children. The childminder is aware she needs to work collaboratively with other settings and develop appropriate links in order to fully support children's learning and developmental needs.

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

Children enjoy their learning and demonstrate their growing confidence as they interact with the childminder. Children are making sound progress in their overall development towards the early learning goals of the Early Years Foundation Stage (EYFS). The childminder provides appropriate experiences for the children and these cover all six areas of learning in broad terms. Although the childminder makes observations, the current systems to assess children and to plan the children's next steps towards the early learning goals are not yet fully developed.

The childminder picks up well on spontaneous opportunities to promote learning, for example, looking for and recognising letters and numbers, she uses the baby flash cards to help younger children recognise words. She also uses glove puppets to tell stories to the children; this means children are developing early counting and reading skills. Children receive a variety of activities overall and enjoy a good balance of indoor and outdoor play.

Hygiene procedures are taught to all children as they wash their hands before eating, after the toilet or playing outside; anti-bacterial hand wash is used by the childminder. The childminder helps the children to learn about the importance of good hygiene practices, through the regular routine of promoting good personal hygiene. The childminder has a sick child policy in place and parents are fully aware of what the childminder's expectations are in relation to any of their children falling ill while in her care. She has written permission from parents to seek emergency medical advice or treatment, to administer minor first aid where required, and to administer any form of medications where there is a health reason to do so. A healthy lifestyle is further promoted through children having free access to drinking water and regular physical exercise such as walks, playing in the garden.

All behaviour management strategies are discussed with the parents who indicate how they wish their children's behaviour to be managed. Children are learning about right and wrong and how to share and take turns which helps them develop skills for the future. Consistent praise and encouragement from the childminder means children's self-esteem, confidence and sense of self worth is being developed well.

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?	3
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	2
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	2
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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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