

Inspection report for early years provision

Unique reference number	EY236435
Inspection date	25/11/2009
Inspector	Karen Elizabeth Screen
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 to care for children since 1996. She holds the NNEB qualification. She lives with her husband and two children aged four and 11 years old. The family live in a detached house in Swindon, Wiltshire. Childminding mainly takes place on the ground floor and in the enclosed back garden. Access to the front door is up one step and access to the back garden is down one step. The childminder attends local parent and toddler groups.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children at any one time. Of these, no more than three may be in the early years age range. There are currently two children on roll, all are aged within the early years age range. The childminder provides flexible childcare between 7am and 7pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a happy environment, where children are making sound progress in their learning and development, given their starting points. The childminder works closely with parents, providing good opportunities for them to be involved in their children's learning and for influencing the provision. Overall, satisfactory arrangements are in place for monitoring and promoting improvements in the quality of provision and for promoting inclusive practice. Measures taken to support children's welfare and safety are not always completely effective.

What steps need to be taken to improve provision further?

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

- ensure that local safeguarding guidance and procedures can be implemented
- further develop the use of observation and assessment, in order to plan children's next steps and monitor their progress towards each early learning goal
- improve knowledge and understanding of how to promote diversity and differences
- ensure that good hygiene procedures are maintained at all times
- ensure that risk assessments cover all areas used by children, including anything with which the child may come into contact

The effectiveness of leadership and management of the early years provision

Children are afforded adequate protection by a childminder who has a clear understanding of her role and responsibilities in safeguarding children. However,

she does not have up-to-date information or contact numbers for the local duty team, to enable her to quickly implement local safeguarding guidance and procedures. Children's safety is supported through comprehensive records, policies and procedures such as the uncollected child policy. However, risk assessments are not always completely effective. On the whole, suitable systems are in place for gathering and using information, in order to help promote children's welfare and developmental needs.

The childminder is well qualified and keen to update her knowledge and understanding in order to improve outcomes for children. She devises her own training plans to enhance her practice and has completed a number of short courses such as 'Preparing for the EYFS'. She is also booked onto a Diploma in Home Based Childcare, beginning in January 2010. Similarly, she reflects on her practice and to this end, has sought specific advice and guidance on assessment arrangements for children under the EYFS. In response to the last inspection, the childminder has successfully implemented a procedure to ensure Ofsted are notified of any significant changes to the provision.

The childminder has very positive relationships with parents, who are complimentary about the efforts of the childminder to share information about the children and to be flexible. This includes visits undertaken by the childminder on the parents' behalf, such as, to have the children weighed at the clinic. Parents actively contribute to their children's development by sharing their knowledge with the childminder and by being encouraged to monitor their children's progress, through informal daily discussions and recorded information about the child's day. Although the children do not attend any other settings at the moment, the childminder is suitably prepared for working in partnership with other childcare providers.

The childminder finds out about the child's home experiences, so that familiar experiences and interests can be used to support children's learning. This means that children are supported, by ensuring that the environment reflects things familiar to them and reflects their family. However, this does not extend to helping children to learn about other cultures, faiths and lifestyles. Most toys and resources are easily available to children in marked containers. The narrow range of children's cultural and religious experiences is reflected in the limited range of resources reflecting a range of ethnicities, religions, cultures and languages. The childminder is taking steps to ensure that resources and the environment are sustainable.

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

Children are content and enjoy the time they spend in the childminder's care. Children's emotional well-being is fully supported through warm and trusting relationships established between the childminder and parents, which contribute to developing their high confidence in the childminder. Children's imagination is fostered as the childminder crawls around on all fours with a young child, both pretending to be dogs. The childminder is sensitive to children's individual needs,

such as recognising that a child is not going to sleep at the usual time, because someone new is in the house. The childminder is skilled in encouraging and listening to babies attempts to communicate. For example, mirroring facial expressions as she talks with a baby. She also promotes interaction between very young children such as encouraging a toddler to interact with a baby, monitoring at all times and gently reminding the elder child to use gentle movements. Children routinely benefit from rich exposure to language. For example, the childminder sings a child's favourite songs and some new to the child. This impacts well on children's ability to make their needs known, to think and to benefit from the experiences on offer.

The childminder has a satisfactory understanding of the EYFS and undertakes regular observations. However, she does not use these to effectively pin-point children's current competencies, in order to follow up on the next steps in children's learning and to ensure that all areas of learning are evenly supported over time. Children are effectively helped to develop good habits and behaviour, appropriate to good learners, their own needs and those of others. The childminder provides a good role model through her calm and courteous manner. Children know that there are certain rules to follow for everyone's benefit. Behaviour management techniques are clearly set out and shared with parents, so that continuity may be agreed and followed.

Young children are developing sound skills for the future as they increase their language to communicate and solve problems. They show a keen interest in toys that incorporate technology, such as pressing buttons to make sounds and music. Children actively explore the playroom and sitting room, demonstrating curiosity and perseverance. For example, a young child repeatedly balances bricks and re-builds when the structure falls. Children are beginning to learn about the local community through first-hand experiences such as going out and about in the community to the local library for story time, or to toddler groups. The childminder has a positive attitude towards encouraging children to value and respect others. However, she recognises that her knowledge and understanding of cultural groups different from her own is limited and therefore impacts on her ability to help children to recognise their own unique qualities and to identify the characteristics they share with other children.

Childminder fosters children's physical development, for example by encouraging and helping a very young child to drink from a cup without a lid. Children are encouraged to take calculated 'risks' as they play, for example a young child tries to climb onto the settee by himself. Although the childminder promotes children's safety, by regularly practicing how to evacuate the home quickly and safely, the keys for the upstairs windows are not always kept easily to hand for adults, in order to aid an emergency evacuation. Children's good health is actively promoted by the childminder's dedication to the children's individual health needs. However, she does not always ensure that good hygiene procedures are maintained when changing nappies.

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	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----