

Inspection report for early years provision

Unique reference number	EY397139
Inspection date	02/03/2010
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 was registered in 2009. She lives with her husband and two young children in Dauntsey Green, Chippenham. All areas of the property are to be used for childminding and there is a large garden and field available for outside play.

The childminder is registered on the Early Years register, as well as the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight; of these, no more than one may be in the early years age group at any one time. Currently the childminder is caring for one child in the early years age group, on a part-time basis.

The family have a large dog, cat, sheep and chickens.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a safe and secure environment for the children. She meets the needs of the children in her care and attends, as appropriate, to their individual requirements. Children enjoy a wide range of worthwhile activities, including plenty of physical outdoor play. Children are making satisfactory progress in their learning. The childminder's good link with the parents helps to involve them in their children's care and education and keep them informed of their children's progress. The childminder has identified areas for development, and demonstrated a sound capacity for continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure reasonable steps are taken to ensure the safety of the children and others on the premises in the case of fire, and that there is a clearly defined procedure for the emergency evacuation of the premises (Safeguarding and welfare)
- 25/03/2010

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

- develop further an understanding of the early learning goals in order to plan, observe and assess the children's progress so that they can be appropriately moved on to the next steps in their learning and development
- update the complaints procedure to ensure parents are made aware of the correct details for contacting Ofsted should they wish
- ensure there is a system in place to keep record of complaints and their outcome
- develop a system for working with other providers who deliver the Early Years Foundation Stage to ensure children's progression and continuity of

care and learning

The effectiveness of leadership and management of the early years provision

The organisation of the childminder's service is reasonable effective as she has most of the required policies and procedures in place. She has a complaints procedure in place, but she does not maintain a complaints log. The procedure is also incomplete, as it does not provide parents with the full contact details for Ofsted. She has a secure knowledge of child protection procedures and is aware of the signs and symptoms of child abuse and the importance of keeping accurate records. She is confident in explaining her role and responsibilities should there be a concern. Suitable steps are taken to safeguard children and promote their welfare. However, the childminder does not have a clearly defined procedure for emergency evacuation of the premises in the event of a fire. The childminder is good at risk assessing her home environment and any outings on a regular basis and keeps good records. She addresses any identified hazards effectively.

There is a good range of toys and equipment accessible to the children. Resources are good and fit for purpose and are able to support children's learning and development. Children are beginning to make suitable progress in their development as a result of a caring environment. The childminder is taking appropriate steps to ensure resources and the environment are sustainable. There is a suitable range of toys and equipment for both boys and girls. The childminder has secure understanding of equal opportunities and the importance of promoting children's understanding of differences and similarities.

The childminder is effective in identifying strengths and weaknesses of her provision. She has a suitable process in place for carrying out her self-evaluation, which she did find quite demanding. She has identified some areas for development; for example, to develop her observation and assessment skills and keeping records on the progress of all the children, clearly identifying the next step in their learning and development. She reflects on her practice and shows sound capacity to improve what she offers children.

The childminder has good relationships with the parents. There is good two-way communication between the parents and the childminder. There is regular feedback and a daily diary is shared with the parents. Children benefit from the effective partnership that the childminder establishes with the parents and encourages continuity of care. However, close links with other services, such as the local schools, are not yet established in order to promote the integration of the children's care and learning.

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

Children benefit from a welcoming and child friendly environment, which the childminder has created in her home. They enjoy their time with her, and are settled and relaxed in her company. They have become part of the family. Children display confidence, self-esteem and strong sense of belonging. They are cared for in a clean home, where appropriate standards of hygiene are maintained. The childminder helps the children to learn about the importance of good hygiene practices, through the regular routine of promoting good personal hygiene to protect them from risk of illness and cross-infection. Children are able to enjoy a good range of outdoor activities such as walks, playing in the spacious garden or use of the local park. They are provided with healthy snacks and lunches, and are encouraged to keep hydrated by regular drinks made available. As a result, children learn how to lead a healthy lifestyle and understand the benefits of physical activities. Their good health is maintained and their individual dietary needs are met where appropriate.

The childminder has appropriate strategies in place to manage children's behaviour according to their age and stage of development. Children are well behaved. They are aware of their boundaries. The childminder plans to do further training in behaviour management in order to increase her knowledge and skills to help her manage children's behaviour more effectively. The childminder takes time to understand the children's individual needs. They receive good support from her, which helps them to develop a positive sense of themselves.

Children have access to a good balance of adult-led and child-initiated activities that help them to make some progress in their learning and development. They have access to a variety of activities and play opportunities which help to extend their learning, and develop their personal, intellectual, social and emotional skills. Children are provided with good learning experiences based on their spontaneous play, for example playing with the toy tractor or feeding the chickens. Children have access to a range of toys and resources, enabling them to be independent in their choice of what they play with. Children experience a suitable range of activities, such as craft, creative and imaginative play. They learn to share and take turns and play cooperatively with each other. The childminder is aware that some children may need more help than others and ensures suitable support is available to all children. The childminder has a secure knowledge of the Early Years Foundation Stage and is beginning to understand how the activities she provides are linked to the areas of learning and development. However, she is not yet confident in how to judge children's stage of development and how to plan the next steps in their learning.

Children's safety is promoted adequately as children are able to play in a home where risks are assessed and minimised by the childminder. She carries out risk assessments and addresses any hazards. Children are developing a sense of how to keep safe in the home. The childminder ensures children are well supervised at all times.

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	2
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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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