

Inspection report for early years provision

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| Unique reference number | EY397385 |
| Inspection date | 01/02/2010 |
| Inspector | Marie Thompson |

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| 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 was registered in 2009. She lives with her husband, adult son and younger child aged seven, in Yeovil, Somerset. Childminding is carried out on the ground floor, which consists of a lounge, dining room, kitchen and toilet facilities. Sleeping arrangements will be offered in the lounge area. There is an enclosed rear garden available for outside play. The family have pet fish in tanks in the lounge.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children may attend at any one time. There is currently one child in the early years age range on roll. The childminder is a member of the Somerset Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has minded for a short time only at the time of this inspection and is still getting to grips with all the requirements of the Early Years Foundation Stage. Nevertheless, she offers an inclusive setting overall, providing appropriate facilities and resources for children so they make suitable progress in their learning and development. Children enjoy spending time with this childminder. The childminder gathers suitable information from parents in order to fully understand the child and meet their individual needs. Each child is recognised as an individual, taking into account their routines and preferences.

What steps need to be taken to improve provision further?

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

- improve safety further by practising the emergency evacuation procedures
- further develop the range of resources and activities that reflect equality and diversity
- continue to observe children and use these to plan for the next steps in their learning based on their individual interests and stages of development.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children well through developing and implementing appropriate policies and procedures, which she shares with parents. Good safety measures and risk assessments are taken throughout the premises to manage risks appropriate to the ages of the children cared for and comprehensive risk assessments are available for outings. The emergency evacuation plan with pictorial reminders is in place and clearly displayed in the hall, however, the evacuation procedure has not been practised with all of the children. The

childminder ensures that all household members have appropriate background checks. The childminder maintains children's records accurately and shares these with parents, such as for accidents. This supports children's welfare.

The childminder is positive about the inclusion of all children and works to ensure that children of all ages are provided with appropriate activities and experiences. She has quite a good understanding of equality and diversity, however, her range of resources and activities needs to be developed further to reflect equality and diversity to further support children's learning and development. The childminder's self-evaluation of her service is beginning to accurately reflect areas which will benefit from further attention and she is focussed on her commitment to develop her service through attending training in the future.

The childminder provides a warm, friendly home, where children feel safe and secure. There is a broad range of accessible, good quality, well deployed resources available, and equipment is clean and well maintained. The high priority given to children's health, welfare and safety is consistently maintained. The childminder spends her time focused on children's enjoyment and achievement and her interaction with them is very good. She is warm and affectionate in her manner and attentive to their needs. Each day the children benefit from activities in the fresh air and opportunities to develop their physical skills in the garden. Positive relationships with parents and others involved in the children's care are enabling the childminder to ensure that the children are happy, confident and secure in her care. She shares information with parents on a daily basis and provides a daily diary enabling parents to have a good understanding of the activities and experiences their child has experienced. Confidentiality is respected; however, she understands the importance of working closely and sharing information relevant to the child's learning and progress with others involved in the child's care.

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

Children enjoy spending time with the childminder and become absorbed in the activities on offer. The childminder understands how each child is unique and that different activities appeal to different children. She has a varied range of resources both inside and out, which she regularly rotates to ensure the children are provided with a variety of challenge in their play and learning. The childminder talks to children constantly, plays with them and is very warm and affectionate towards them, which means children are effectively supported in their play and making very good progress in all areas of their development. She offers lots of support, praise and encouragement which enables children to play with the toys of their choice and participate in activities at their own pace. Children are able to move freely around the room, initiating their own play from the very good selection of toys and resources which are easily accessible. Children experience a good range of adult-led activities and those which they confidently choose for themselves.

Children's creative development is fostered through activities such as painting, play dough, gluing and sticking and water play. Outings to the local area and local

facilities, especially a selection of parks, give the children a chance to extend their physical play. They visit Ninesprings to go for nature walks, to play in the swing park and to feed the ducks. Children enjoy day trips to Creely and to the beach at Lyme Regis. In the garden they have use of a small slide, a Wendy House, a swing and trampoline plus 'Crazy Creatures Croquet'. During the summer months they have picnics outside but do not miss this activity in the winter because they have picnics in the living room. Children are able to develop their imaginative play using the pink Princess kitchen set and numerous push-button toys, phones and tills. The children have a very good range of toys and activities which promote their fine motor skills and dexterity such as 'Tumbling Monkeys' and 'Postman Pat' Stacking bricks for the younger children and lots of puzzles Wii and the computer for the older children to name a few.

The childminder has recently begun to develop her systems for recording children's progress. These contain full details of each child's starting points which are recorded with parents when their children begin to attend her setting. The childminder is less confident when it comes to using observation to plan for the next steps in their learning based on their individual interests and stages of development and has booked herself onto further training to ensure she is able to do so accurately. The childminder does, however, include a broad range of activities within her planning to ensure that the children are developing and having play experiences across all the areas of learning. Children receive close attention from the childminder who interacts frequently to help develop their play and language skills. The childminder has only been minding for a short time but she has some lovely ideas to implement over the coming months with the children including cooking activities and visits to the local library. Children are valued and treated with respect, helping them to feel good about themselves which increases their confidence and self-esteem. Within the childminder's care they learn to treat others with respect, to share and to take turns. The pictorial 'House rules' help the children learn what is expected of them and the little coat and towel pegs enable their independence.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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? | 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 | 2 |
| 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 | 3 |

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 | 3 |
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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 | 3 |
| 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 | 3 |
| The extent to which children make a positive contribution | 3 |
| 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