

Inspection report for early years provision

Unique reference number	EY232046
Inspection date	16/04/2010
Inspector	Brenda Joan Flewitt

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 registered in 2003. She lives with her husband and their three children aged 13, 12 and 4 years, in a house in the town of Yeovil, Somerset. Childminding takes place mainly on the ground floor which consists of a lounge, dining room, kitchen and toilet facilities. Sleeping facilities are provided on the first floor. There is an enclosed garden available for outdoor play. The family have a cat, to which the children have supervised access.

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, of whom two may be in the early years age range. There are currently two children on roll in the early age range. The childminder holds a National Vocational Qualification at level 3 in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming family home, which is overall safe and well maintained. Children participate in a good range of activities, inside and out, that help them make good progress in their learning and development. The childminder knows children well as individuals through effective communication with parents and the support she provides in their activities. The childminder has some methods in place to evaluate aspects of her practice. She is pro-active in keeping up to date with changes and continues to improve her knowledge of various areas of childcare through training.

What steps need to be taken to improve provision further?

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

- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare) 17/04/2010

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

- promote children's safety further by recording their existing injuries as routine
- develop self evaluation further to ensure that requirements are met and areas for development are identified
- develop the system for completing risk assessments to ensure they are fully effective and clearly recorded.

The effectiveness of leadership and management of the early years provision

The childminder organises her home effectively to meet the needs of all the children in her care. Overall, she implements policies and procedures to promote children's welfare and safety. The childminder has a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow to protect them from harm. However, she does not keep a record of children's existing injuries, to promote their safety fully in the event of concerns. She keeps her knowledge up to date by attending training and through her connection with a local pre-school as a relief member of staff. The childminder completes risk assessments to ensure children play in a safe environment both in the home and when on outings, but the records of these are not always clear. The security arrangement for the front door does not fully protect children from uninvited visitors. Therefore, the requirement for taking steps to prevent intruders entering is not met. Overall, required records to promote children's welfare are in place, well organised and kept confidentially.

The childminder makes good use of local facilities and venues to enhance children's learning experiences. For example, regular visits include a toddler group, the children's centre and visits to play parks. In the home children can make spontaneous choices from a selection of appropriate toys and equipment, which are kept in good condition and well organised. Children start to develop an open attitude towards people's differences by using resources that reflect positive images of diversity and through the childminder's good example. She answers questions honestly, helping children understand the importance of respect for all. As they get older, they are involved in planned activities that explore various celebrations.

The childminder promotes positive relationships with parents and carers. She supplies good information about the setting by way of a portfolio, containing certificates and an introduction to the family. Parents receive a copy of written policies so that they are clear about all aspects of the provision. There are daily opportunities for sharing information verbally and through a two-way diary, in order to meet individual needs. Although the children do not attend any other settings, the childminder is aware of her responsibility to share information with other providers as required.

The childminder has addressed the recommendations set at the last inspection, which has improved aspects of children's health and safety. She keeps her knowledge up to date by attending training courses, reading early years publications and accessing information on relevant internet websites. This contributes to continuous improvement of the provision and children's experiences. The childminder has some methods in place to help evaluate her provision. She has completed a self-evaluation document but not identified she is not meeting all requirements.

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

Children are happy, settled and secure in the care of their childminder. Children are cared for in a welcoming and caring environment, where they make good relationships with the childminder and her family. For example, the childminder compiles a photo album containing pictures of the child's family, familiar people and pets that she looks through regularly with the child. This helps children to settle and develop a sense of identity and belonging. Children behave well. They know what to expect through familiar routines and from a young age are confident to make their needs known. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children are involved in a good range of activities, both inside and out, which are planned according to their interests. The childminder offers a variety of outings to different venues to promote their learning. For example, weekly visits to a toddler group help encourage young children's social skills as they play alongside children of a similar age. From a young age children start to appreciate music. This is enhanced by attending a music club where they sing and play a variety of instruments, as part of a group. The childminder makes use of a toy loan system and visits to the children's centre to extend her provision and widen children's experiences. For example, children have enjoyed experimenting in a 'Dark Tent' with torches, making shadows and beams of light. Children learn about colour, numbers and shape through play and everyday activities; such as counting stairs and manipulating dough with their hands and shaped cutters. The childminder has a good working knowledge of the Early Years Foundation Stage. She uses this to complete an effective assessment system that plans for children's next steps towards the early learning goals.

Children enjoy a healthy lifestyle and have daily opportunities for fresh air and exercise. These include trips to play parks where they practise large muscle skills on equipment such as swings, slides and climbing frames. Through the good example set by the childminder and in agreement with parents, children are encouraged to make healthy choices in what they eat, such as fresh fruit. Young children start to learn about aspects of their own safety when they are out. For example, they are made aware of safe systems for crossing roads. In the home, they are involved in regular practise of the emergency escape plan so that they know what is expected in a real situation.

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	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

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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