

Inspection report for early years provision

Unique reference number	EY383223
Inspection date	05/01/2010
Inspector	Shirley Ann Jackson
Type of setting	Childminder

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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

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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 2008. She lives with her husband and two children aged two and five years in the Abbey Meads district of Swindon. All areas of the property are used for childminding, at the childminder's discretion. There is a fully enclosed garden available for outside play. The family has a cat.

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 four children under the age of eight years at any one time, no more than two of which may be in the early years age range. There is currently one child on roll aged 20 months.

The childminder walks children to and from the local school. 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 good.

The childminder recognises the uniqueness of each child and offers care and education which is tailored to them as individuals. All children are well supported to ensure they are offered a range of activities and experiences which interest and challenge them. This enables all children to make good progress in their learning and development. The childminder promotes children's welfare effectively to ensure they are safe and well cared for. Partnerships with parents and carers are strong and the childminder recognises them as central to their child's well-being. The childminder is aware of building links with others involved in the care of the children. The childminder uses ongoing reflection of her practice to identify strengths. However, areas for development are not clearly targeted and those who use the setting have not been involved in the process.

What steps need to be taken to improve provision further?

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

- use the self-evaluation process to identify priorities for development that will further improve the quality of the provision and consider how to involve parents and children in this process.

The effectiveness of leadership and management of the early years provision

The childminder has produced comprehensive policies and procedures which accurately reflect her daily practice. These are shared effectively with parents to ensure they are fully informed about the setting. She has conducted rigorous risk assessments of her home, garden and all outings taken with the children. Children

are effectively safeguarded as the childminder has attended child protection training. This has given her a sound knowledge of the indicators of abuse and neglect and she is aware of the procedure to follow if she has any concerns about a child in her care. All required documentation is in place to promote good quality care. Individual records are informative ensuring the needs of all children are effectively met and promoting inclusive care.

The childminder is well organised. She uses the available space within her home to encourage the children to become independent learners. The childminder uses the conservatory as a playroom. This has a good range of well presented, quality resources which are available for the children to self select. Storage is effectively labelled with photographs to enable children to access resources and to tidy them away when they have finished with them. This gives the children choice and ownership of their play and learning. Children move freely around the ground floor rooms, depending on which activity they are enjoying. This enabling environment encourages children to become independent learners.

Partnerships with parents and carers are secure. When parents first approach the childminder she shares her childminder folder with them. This includes some personal information, training certificates and copies of her policies and procedures. When parents commit to her service the childminder gives them copies of her policies and procedures. Ongoing information is shared through informal feedback at the end of each day, daily diaries and sharing children's progress folders. The childminder offers six-monthly reviews with parents. This is an opportunity to share all observations and assessments of children and to share any other relevant information or changes. Parents have written in support of the childminder and share how much they value the care and learning opportunities she gives to their children. The childminder is aware of the importance of forging links with other providers who also care for minded children.

The childminder uses ongoing, informal reflection of her practice. This has resulted in her making changes to the way she records observations and assessments of the children. She has just completed a written evaluation of her practice. This identifies strengths within the setting but has not identified areas for further development nor have those who use the setting been involved in this process.

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

Children benefit from the childminder's detailed knowledge of their individual needs. They settle quickly and have a warm, secure relationship with the childminder and play well alongside her own children. This secure relationship builds children's confidence in order for them to try out new activities and experiences. The childminder uses her knowledge of each child to offer planned, purposeful play both indoors and outdoors. These are based firmly on what she knows interests the children and builds on what they already know and can do. For example, an interest in musical instruments led the childminder to find out about music groups operating in her local area. Systems are in place to observe and assess the children as they play. Many of these are supported by photographs, are

linked to the areas of learning, include what to share with parents and what the next steps are for each child. This information is then used by the childminder to plan future activities and experiences for each child's learning and development.

Young children feel safe and secure within healthy relationships with the childminder. For example, they seek her out for re-assurance if they are unsure of something. Children develop a curiosity about things and processes, such as, putting things in and out of containers and things that open and close. They can be caring towards others, for example, cuddling the childminder's daughter. Children show a desire to help with dress routines, such as, helping to put on their shoes and jackets. Their social skills are fostered as they regularly attend toddler groups with the childminder. Children's language development is promoted through conversations with the childminder who constantly introduces new vocabulary. Young children use single word and two-word utterances to convey simple messages. They understand simple sentences spoken to them, for example, when the childminder asks them to help to tidy toys away. A love of books is developed as children look at books on their own, share books with the childminder and regularly visit the nearby library. The childminder promotes children's early maths skills as she uses maths language during everyday routines. For example, she counts how many grapes she has left in her bowl and then encourages the children to do the same. Children enjoy playing with toys which make noises or light up. For example, they enjoy using the toy microphone and listening to the way their voice changes when they sing into it. Children enjoy visits in the community and further afield. For example, they visit Lydiard Park where they look at the cows and feed the ducks at Peatmoor Lake. Children explore sound as they help themselves to musical instruments and play with them and listen to the childminder singing songs.

Children's health and well-being is effectively promoted. They follow well-established routines for washing their hands before they eat. Children are offered healthy snacks and meals during their time with the childminder. Meals are freshly prepared by the childminder each day and she tries to incorporate the '5 a day' concept. Children have daily opportunities to enjoy fresh air and exercise as they walk to and from school. They also play in the childminder's garden or visit nearby play parks where they play on the equipment. Children learn how to keep themselves safe as they take part in regular emergency evacuation drills. When they go out for walks or in the car the childminder talks to them about keeping safe.

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	2
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	2
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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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