

Inspection report for early years provision

Unique reference number	100998
Inspection date	09/07/2010
Inspector	Angela Cole

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 2010. She lives with her husband, two of her adult children and daughter aged 14 years in a three-bedroom, semi-detached house in Hucclecote, a residential area on the outskirts of Gloucester. The whole house is registered for childminding and children play on the ground floor and in the enclosed, rear garden. The family has two rabbits, a cockatiel, and indoor and outdoor fish as pets. The house is within easy walking distance of shops, parks and a library and the childminder is willing to take and collect children to and from pre-schools and a primary school.

The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to offer childcare before, during and after school and in school holidays. Two members of her family are registered as her assistants. She is registered to care for six children at any one time, including three in the early years age range and four on a named day. There are currently four children on roll in the early years age range, on a part-time basis. The childminder currently supports a number of children with special educational needs and/or disabilities. She is a member of the National Childminding Association and of a local childminder support group. She is gaining a National Vocational Qualification in Childcare at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets the needs of the children by offering warm, inclusive care and recognising them as unique individuals, particularly those with additional requirements. She promotes many features of children's welfare with success, although aspects of safety and hygiene are not well promoted. All children are making sound progress in their learning and development as, overall, they have access to suitable resources. Positive working relationships with parents are in place to ensure they are kept informed about the care and some of the children's activities. The childminder has started to evaluate her practice to identify strengths and areas of development, although some gaps in her provision have not been identified.

What steps need to be taken to improve provision further?

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

- ensure that steps are taken to prevent intruders entering the premises. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 12/07/2010

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

- support young children to show emerging autonomy in wider aspects of self-care, such as hand washing
- extend children's access to outdoor play and their use of natural and creative resources to increase opportunities for independent learning.

The effectiveness of leadership and management of the early years provision

The childminder follows satisfactory procedures and systems to safeguard children and these are reflected in her daily practice. There is sound risk assessment for the indoor and outdoor areas used by children and for outings. The childminder checks the premises daily so that areas are safe and suitable for children to access. The adults living and working on the premises are checked and the childminder protects children from those who are not suitably vetted. Although the front door is not always locked to guard against intruders, children are kept safe by the childminder's vigilance. The childminder has a secure knowledge of the indicators of abuse and neglect and is aware of the correct procedure to follow if she has any concerns about a child in her care. Children's individual records are clear and up to date, therefore promoting satisfactory quality care. The required documentation is basically in place and is stored confidentially, including necessary permissions from parents. The childminder offers equality of opportunity through responding individually to each child to foster their well-being.

Partnership with parents and carers is sound and families value the childminder's personal support and caring manner. New families are provided with suitable information in their first conversations with the childminder. She tells parents about the children's daily care, the activities they enjoy and the records of their achievements. In this way, parents have some opportunities to become involved in supporting their child's learning and development at home, for example, by continuing to develop their early language skills. The childminder works well to support children using information from other agencies; she is beginning to build links with other settings offering the Early Years Foundation Stage to support children regarding any concerns and continuity in their learning.

The childminder is satisfactorily committed to improving her practice. Overall, the recommendations raised at the last inspection have been sufficiently addressed. As a result, the childminder has developed a secure knowledge and understanding of the processes and documentation needed for recording complaints. Appropriate hand washing facilities are in place to prevent the risk of cross-infection, although young children are not always encouraged to always wash their hands before eating their 'picnic' style snacks. Children now have daily opportunities to play outdoors all the year round, where they develop mainly large physical skills using the resources available. The childminder has begun to evaluate her strengths and areas for improvement and is continuing to attend qualification training. This demonstrates her sound commitment to continuing improvement.

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

Children are happy in the childminder's care. They are suitably helped to learn and develop because of her steadily growing knowledge of the Early Years Foundation Stage. Children with special educational needs and/or disabilities are well supported to achieve through regular, one-to-one attention. The environment satisfactorily helps each child progress towards the early learning goals as there is open space for small group and individual activities. The childminder encourages children to choose from the satisfactory range of quality resources that are immediately accessible, though these do not include art/craft media and play with natural materials, such as sand, water and soil. Children benefit from the sound balance of adult-suggested and child-led activities and have timetabled opportunities to explore outdoor resources. The childminder observes the children's play and is developing her system to record the assessment and learning needs in each area of learning. She satisfactorily uses information gathered from this, along with her knowledge of the children, to develop their interests, including play with dolls and dressing up. Children are appropriately challenged as they concentrate for a long time in imaginative play, for example, with cars and a garage.

The children are settled and benefit from the childminder's enthusiasm so their chosen activities are satisfactorily supported. The childminder responds calmly to their comments and gestures. She sings rhymes, encourages queries about picture books to make animal sounds and offers new words, such as 'lift' and 'helicopter', so their listening and communication skills soundly develop. The childminder appropriately supports children's spontaneous activities, such as stacking bricks to make a tall tower. She praises their efforts to find a puzzle piece that fits and calls out encouragement when they are interested in an activity, such as drawing with 'water pens'. Young children's problem solving skills are suitably fostered as the childminder offers mathematical language during play activities. For example, they respond to words, such as 'again' and 'more', and recognise when a toy car goes 'down' the sloping ramp. Children have some opportunities to investigate materials and living things as they are fascinated with shadows, watch insects and become familiar with the childminder's pets. The childminder soundly encourages children to learn about the wider community as they visit other pre-school groups and explore the park.

Children begin to learn about a healthy lifestyle as they go on walks and play outdoors. The childminder is well aware of their dietary needs and children begin to appreciate the importance of a healthy diet as they eat an increasing range of nutritious snacks. Drinking water is freely available to children during the day, so they stay hydrated. Established routines for hand washing after toileting help young children to begin to adopt suitable personal hygiene practice. Children start to learn how to keep themselves safe as they regularly practise emergency evacuation procedures to become aware of escape routines. They begin to learn about road safety and follow the childminder's rules, such as watching where they tread. The childminder is a positive role model for children and supports them to share the toys and to take turns, for example, with outdoor, physical equipment.

Young children begin to gain skills for the future by learning to dress themselves and responding when invited to help by tidying the toys.

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	3

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	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 12/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 12/07/2010