

Inspection report for early years provision

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Inspection date	14/01/2010
Inspector	Tracy Bartholomew
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 1989, She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Old Town, Swindon. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 12 children and of these seven are within the Early Years Foundation Stage, of whom one attends on a full-time basis. The childminder walks to local schools and pre-schools to take and collect children. She attends the local carer and toddler group. The family has a dog and a cat.

The childminder is a member of the National Childminding Association. She has a National Vocational Qualification Level 3 in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder welcomes all children to her home, she provides an inclusive environment and meets the children's individual needs accordingly. Children receive a satisfactory experience of the Early Years Foundation Stage (EYFS), in which their welfare is well promoted. Although the children are making a suitable progress in their learning and development, assessment and learning systems are not fully coherent. The childminder has in the past reflected on her practice, and is currently seeking support to produce robust evaluation systems, to maintain continuous improvement for the children.

What steps need to be taken to improve provision further?

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

- develop methods of plotting children's progress and ensure meaningful observations are undertaken for each child, which then can be used to inform future planning
- extend resources and activities that help children learn about cultural diversity, disability and the wider world
- further develop and effectively organise policies and procedures, self evaluation and planning to support children's ongoing development, which will further improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

The childminder safeguards children well; she protects them from persons who are not vetted and cleared and maintains their safety both inside and out of her home. The children have access to the whole of the downstairs area of the premises. The childminder ensures all areas used by the children are safe and suitable and conducts thorough risk assessments of her premises. The childminder has undertaken recent training in food hygiene and is seeking guidance and support from the local agencies to further improve her documentation. Although she has made a sound amount of progress in her ambition for the setting, there are still significant improvements required to improve the overall weakness in documentation and organisation. Once established this will improve the quality of provision for all children.

The childminder has a good understanding of her policies and procedures, which simultaneously guide her daily practice. She shares her verbal practises with parents so they know for example, when to keep their children at home if unwell. This all contributes to children being safeguarded well.

Evaluation procedures are not fully established, so the childminder does not pick up all areas of weakness that need improvement; there is no consistent system to review and update her policies and procedures, for example. Despite this, the childminder accurately identifies some areas for development and is aware of her strengths and what is important to the families that she minds. She has a suitable vision for the future of her provision and is seeking guidance to enhance and improve her practice. Resources are used satisfactorily overall, although the lack of toys and equipment for the promotion of equality and diversity is an area that needs improving. This would enable the children to gain a more knowledgeable understanding of differing backgrounds and cultural needs.

The childminder engages well with parents, she works with them at the heart of the setting. She seeks their views on her provision and works in harmony with them to meet their children's individual needs. She establishes useful partnerships with others concerned with the children, for example, their key persons at pre-school, with whom she discusses current areas for children's development, so all take a consistent approach.

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

Children enjoy the suitable range of toys and activities provided by this childminder. The children have an active choice at times, of what toys and resources they would like to play with, through use of the toys catalogue which the childminder has put together to show the children what resources are available.

Children confidently move around the home, they make their own decisions about where they want to go and which toys they would like to play with. The children

concentrate well when creating their own art masterpieces at the table, and equally like building with the Lego. The childminder supports their play well, asking suitable questions to make children think, such as how to copy the bead pattern when making necklaces. They discuss activities together, chat about children's home lives and recall special days to come, for example, going on holiday. The childminder speaks clearly to children, which helps them develop their language and conversation skills.

Children are clearly confident, relaxed and happy in the company of the childminder, they have formed good relationships with her. They approach her readily for support, comfort and to meet their physical needs. The childminder knows each child's capabilities and endeavours to maintain her limited plans. She does provide suitable activities to develop the children's learning and development. However, the assessment system is in its early stages and does not track children's progress against all the early learning goals of the EYFS. This means that the childminder cannot be sure that all areas are covered. Despite this, children experience each of the six areas of learning regularly when indoors.

Children are reminded of the behaviour boundaries that the childminder expects the children to abide by, she gives gentle and encouraging reminder to the children to enable them to recall expected behaviour, such as sharing and being polite. This encourages the children's cooperation and understanding, for example, they know they eat at the dining table. The childminder praises all children appropriately and they respond well to her positive approach. They cooperate willingly with adult-led activities, such as making pizzas for lunch.

Children progress well in learning about healthy living. They benefit from regular fresh air and exercise, when visiting the local parks and toddlers. They understand the basics of how to keep themselves healthy, washing their hands when visiting the toilet, for example. The childminder follows her hygiene policy and is careful to wash her hands regularly. She maintains a clean home and keeps toys and equipment in a hygienic condition.

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	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	3
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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	2
The extent to which children adopt healthy lifestyles	2
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:	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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