

Inspection report for early years provision

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Inspection date	12/01/2010
Inspector	Timothy Butcher
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 has been registered since 1996. She lives with her husband, adult child and eight years old. They live in Worle, Weston-super-Mare, North Somerset. 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 six children under eight years, at any one time, of these, three may be within the early years age range and, of these, one may be under one year. The childminder is registered on the Early Years Register and on both parts of the Childcare Register. The childminder is currently minding three children within the early years age range and all attend on a part-time basis. The family have one pet rabbit. The childminder has use of a car.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder and have their individual needs satisfactorily met. They have a suitably safe, welcoming and homely environment in which to play. They make satisfactory progress in their learning and development. The provider has begun to evaluate some aspects of the provision and this leads to gradual though continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop observational assessment systems in order to match the observations of children to the expectations of the learning goals and to identify clear learning priorities for each child; and ensure these are updated consistently in order to plan for each child's learning, based on their own interests, experiences and abilities
- develop the organisation of the learning environment further to enable children to select and use activities and resources independently
- develop systems of self-evaluation further to identify the setting's strengths and priorities for development that will improve the outcomes for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child safeguarding issues and knows how to protect children should she have a child protection concern. The childminder ensures that children have a safe and homely environment in which to play. All adults living at the premises have been suitably vetted. The childminder carries out a clear risk assessment of the home, for example, a stair gate prevents children from straying into the kitchen area unsupervised and smoke detection

equipment is in place. Planned trips out with children are also comprehensively assessed.

The childminder establishes effective partnerships with parents and carers. The care arrangements are fully discussed and agreed. The childminder shares her policies and procedures verbally with parents so that they are clearly informed of the setting's practices. There is a good exchange of day-to-day information as time is set aside for discussion. This strongly contributes to the continuity of care for children and helps the childminder to meet the needs of children. The childminder is welcoming and friendly, and parents report positively on this and on the care provided. Sufficient documentation is in place to support the safe and smooth running of the setting. The childminder keeps parents verbally informed about their child's progress. This feedback is informal, although as yet, it is not comprehensive. The childminder establishes effective partnerships with other professionals who also support the families and the individual children that she minds.

The available resources are used suitably well to achieve the desired outcomes in children's learning and development, however, only a small selection are made easily available for children to independently self-select. The childminder makes regular use of playgroups and other visits out to increase the variety of activity. Some resources reflect diversity, such as the book and small figure resources. The childminder adequately promotes equality and diversity as levels of engagement with parents are well established, and this results in a sound knowledge of each child's background and needs.

The childminder has suitably addressed the recommendations made at the last inspection. For example, she has improved the range and quality of her documentation and the childminder pays particular attention to ensure that children follow suitable hand washing procedures and, as a result, they develop suitable self care skills. The childminder has started to evaluate her practice through the use of a self-evaluation form, although this has yet to lead to clear action planning. She has introduced documentation to record children's learning under the Early Years Foundation Stage and has identified this as an area for further improvement.

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

Children make satisfactory progress in their general learning and development because the childminder has a sound understanding of child development and provides a suitable range of play opportunities overall. The childminder has a developing knowledge of the Early Years Foundation Stage. She makes some useful written observations of children's learning and records these in a learning profile for each child. This information is not always used effectively to systematically identify their next steps in development and to inform the planning of future activities for children. As a result, at times, children do not experience suitable challenge by the activities provided.

Children benefit from the warm relationship with the childminder who provides them with plenty of cuddles and contact. In general the childminder focuses well on children's needs, and asks questions of them to stimulate their conversation and thinking. She plays alongside children to extend their play and to prompt skill development. At other times children are less well engaged, for example, a young child is happy to sit beside a 'treasure basket' of toy and everyday items to explore shapes, textures and different materials with all the senses. The child is content initially, but eventually becomes bored as alternative play is not introduced soon enough. The childminder establishes routines for children and adds to children's experiences within the home environment through some visits out to groups and with other providers. As a result, children have some regular opportunities to be active and to get fresh air, and to gain a suitably wide range of creative and social experiences overall. Children handle books from an early age, for example, babies have fun pointing to pictures. They handle and bang stacking cups and musical instruments; and develop their coordination and small motor skills as they do so. Children have adequate opportunity to count in a number of circumstances throughout their day. They spontaneously count small world objects and learn to take turns with the props when they 'go shopping'. Children have sufficient opportunities to be creative through the activities at the various groups and with the childminder.

Children generally behave well and are appropriately praised and encouraged. Their health and well-being is suitably promoted through sensible hygiene procedures within the home. Children are suitably supported to learn personal self-care skills, for example, in regard to toilet training. They are encouraged to eat healthily and to develop their appetites. They are helped to feel safe because they play in a suitably safe and secure environment, free from hazards. They learn about keeping themselves and others safe, and cooperate with the childminder to put away toys before others are taken out. They learn how to walk safely beside the childminder when out. The childminder treats them as individuals and respects the choices that they make. They begin to gain some understanding of diversity and the wider world through the activities and the experiences that they participate in. Children suitably secure the general skills they require in order to progress their learning.

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	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:	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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