

Inspection report for early years provision

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Inspection date	21/01/2010
Inspector	Bridget Copson
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 1999. She lives with her husband, who is also registered as a childminder at the same address, and two children aged 12 and 10 years in Wells, Somerset. The accommodation available for childminding includes use of a sitting room, play room, kitchen diner, utility room and toilet. The first floor offers sleeping facilities and two bathrooms. There is a rear garden and front patio available for outside play. The family has three dogs, five cats, nine rabbits, a guinea pig, three chickens and a small corn snake.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group, when working alone. This ratio is extended to four children in the early years age group when working with her husband. She is currently minding three children in the early years age group as well as children over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met well by the childminder who has established excellent working relationships with their parents. Children's learning is planned and monitored effectively, although not always on an individual basis, to support their development in all areas of learning. As a result, children are making good progress through the Early Years Foundation Stage (EYFS). Children are all included equally in every aspect of the setting and learn about diversity through innovative activities and very good resources. The childminder excels in providing a positive reflection of all children within her home, and as a result, children demonstrate an excellent sense of well-being and belonging. The childminder has made many improvements since the last inspection to further promote the Every Child Matters outcomes for children. However, the self-evaluation has not been updated to extend this further.

What steps need to be taken to improve provision further?

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

- promote children's learning and development further, through planning their next steps of learning on an individual basis
- update the self-evaluation form to further promote continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively by the childminder who has secure systems in place to assure their safety and well-being. Policies, procedures and records are well-organised and most are kept up to date to secure the safe and efficient management of her provision and to meet children's needs. Risk assessments, fire practices, checklists and daily routines maintain high standards of health and ensure children are safe both within the house and on outings. The childminder has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

The childminder works in close and successful partnership with her husband, with whom she shares duties and responsibilities throughout the day. As a result, children's individual routines and needs are met closely and their play not hindered. She creates a positive environment with a strong emphasis on family values and whole family inclusion, which is reflected both in her practice and throughout her home. She provides a positive reflection of diversity within her home to support children in learning about the needs and beliefs of others. For example, using multi-cultural play provision, exploring different countries and festivals, and making diversity posters which reflect different ages, genders, cultures, appearances and disabilities.

The childminder has systems for monitoring and evaluating the quality of her provision and to promote continuous improvement for the benefit of all children. This includes links with the local authority and constabulary, and a self-evaluation record with areas of improvement identified and in most cases addressed. However, this has not been updated recently to identify further areas for improvement. The childminder is proactive in updating her knowledge and skills and has attended several courses and workshops since her last inspection.

The childminder has established excellent partnerships with parents. Comprehensive information is provided to parents to support them in making an informed choice. Parents provide information regarding their child's needs, preferences and routines, and agreements are signed to promote consistency, all of which is updated frequently. Effective links have been established with the other settings and agencies involved in children's care and education for consistency and to further assure their welfare. Parents are kept very well-informed through the extensive displays, close daily communication and daily journals. They are actively encouraged to get involved and their views are both sought and valued. For example, parents and children write to express their views of the provision and the whole family is included and encouraged to get involved within events and activities.

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

Children play with a good range of well-maintained resources which are easily accessible to them for promoting independent play. Space is well-organised with designated areas of play, resulting in children of all ages exploring freely and playing unhindered. In addition, the large dining table allows everyone to sit together for meals and activities. Children are provided with a good balance of activities throughout their day, including outdoor play, regular trips to clubs and events, free-play and organised activities. The childminder knows the children well and uses her secure knowledge of the EYFS to promote their learning and development successfully. She ensures activities support their interests, and she interacts with enthusiasm to ask questions and extend challenges to promote their next steps of learning. For example, extending younger children's spoken language as they start to speak. Daily journals record children's experiences, well-being and any achievements, illustrated by photographs. Monthly activity plans are used to promote the six areas of learning, with activities linked to topics. However, these plans are not linked to children's needs and do not promote their development on an individual basis.

Children are happy and settled. They move around the house with confidence and familiarity, focusing well on activities which capture their interest. Children behave well and are learning about positive attitudes and the needs and feelings of others through sharing, taking turns and showing good manners. Children communicate with confidence to share their knowledge and to express themselves. They have many opportunities to mark make in play, leading to correct letter formation as they develop. They are encouraged to develop an interest in books, both independently and in group story times. Children learn about numbers through counting in their play and use descriptive language to learn about shape, size and quantity. They problem solve in practical activities as well as games. They use many resources to develop an understanding of information and communication technology. Children are very much involved within their local community, in which they attend regular clubs and groups each week, visit the shops, meet members of the community and make good use of the facilities and countryside. Children use their imaginations well, creating freely as well as in organised activities, for example, making Paper Mache instruments, baking and making seasonal gifts.

Children feel safe and secure within the childminder's care, which they demonstrate through their self-confidence and independence skills. They learn about keeping safe through practical guidance and fun activities. For example, safety lotto games, making safety posters, practising the Green Cross Code, and learning new dangers throughout the changing seasons. Children are developing a good attitude to healthy lifestyles. They enjoy nutritious meals and snacks, learn good personal hygiene practices and benefit from regular outdoor activities at home and in different environments to promote their fitness and physical development.

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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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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