

Inspection report for early years provision

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Inspection date	11/02/2010
Inspector	Susan Esther Harvey
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 registered in 1989. She lives in the Nythe area of Swindon, Wiltshire. She also shares her home with two lodgers. The home is easily accessible at street level. The downstairs area of the property is used for childminding though children generally play in the kitchen, breakfast room and playroom. There is a fully enclosed garden available for outside play. The childminder keeps tropical fish in the lounge.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age group. She is currently caring for three early years children who attend on a part-time basis. There are also seven children over five, who also attend part-time. The childminder walks to local schools and pre-schools to take and collect children. She regularly attends local carer and toddler groups and makes use of community facilities including parks, library and shops.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder makes all children welcome. She has a sound relationship with parents and adequately promotes children's learning and development. Children's welfare and safety is notably improved by the childminders' provision of a risk assessment and the addition of fire detection equipment. The childminder is keen to attend training especially since the last inspection which has brought her up-to-date with record keeping and the Early Years Foundation Stage framework. This has partly helped to improve the way that the childminder enables learning outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further knowledge and understanding of the Early Years Foundation Stage so that children are provided with the opportunity to learn through play and use observations and assessments to inform planning for each child's continuing development
- maintain a regular two-way flow of information between other settings to which children attend so that a full account of their abilities can be used towards their individual learning plans
- up-date knowledge of recent local safe guarding issues so that policies and procedures may be used appropriately and in line with the Local Safeguarding Children Board
- provide a no smoking policy.

The effectiveness of leadership and management of the early years provision

The childminder has sufficient understanding of child protection issues. There is a suitable system in place to protect children from people who are not vetted in the home and on outings. This includes the use of a visitors book which enables the childminder to monitor people who enter the home and clearance checks for two people who lodge in the house. However, the childminder's knowledge of recent changes to safeguarding procedures is not up-to-date which may prevent a rapid response in the event of a concern. Since the last inspection the childminder has provided a comprehensive risk assessment which includes indoors, outside and out in the community.

The actions that were agreed at the last inspection have been adequately met and the childminder has begun to evaluate and assess what she does with the children. But she has not yet fully established a regular system to check how this is progressing. The childminder has taken several courses over the last three years. Since the last inspection the childminder has received help and advice from the local authority advisor. Among other things, the visits from the local authority have been to bring the childminder's knowledge of the Early Years Foundation Stage up-to-date, provide advice on how to write policies and procedures and help with how to observe and assess children's learning and development. She has begun to do this and to identify the next stage of their learning by creating individual learning journals. But this is still in the early stages of development and is not linked to planned activities. Therefore, the childminder is not providing sufficient opportunity for children to receive a broad range of learning experiences.

The childminder speaks with parents each day and tells them what children have been doing and the little things they say. She takes into account the views of parents, including the preferred method for children to sleep, such as in a pushchair. Most policies and procedures are shared with parents. Some contact has been made with other settings to which children attend, such as the local pre-school. But information is not shared about children's individual achievements, nor is it used as part of their individual learning plans.

Children are able to play in a well resourced playroom where they can easily reach toys from clearly labelled boxes for easy identification. The garden has a wide selection of toys and climbing equipment which the children can use whenever they wish. The childminder has provided several of the same toys to save any squabbling over a favourite ride-on toy. Books and jigsaw puzzles are part of the resources available to enable children to learn about equality and diversity. Children are also introduced to the local community as the childminder frequently walks with them to the local shops, cafes and library.

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

Children are settled in the care of the childminder. They are building a firm relationship with her and she knows them and their families well. Young children approach her freely when needing a cuddle or support. They move around the childminder's home with ease and are familiar with the daily routines. But the childminder does not use the knowledge she has of the children to plan a range of interesting and challenging activities. The childminder talks freely to the children and encourages their communication skills. She helps them with their counting and linking objects to a number so that children learn the right order in which to count. Children have ready access to books that are attractively displayed.

Children are beginning to learn about healthy living. They have daily fresh air and parents provide a healthy lunch box. Young children are capable of feeding themselves at meal times but do not always have the chance to develop their independence in this way. Fresh drinking water is available to children at all times and placed in a convenient position so that they can help themselves. Parents provide written consent for the childminder to obtain emergency medical treatment or advice and she has a recent first aid certificate. Most of the health and safety policies are in place. But the childminder does not have a 'no smoking' policy to share with parents. Members of the household who smoke, do not do this during the hours that children attend nor in the areas where they play.

Young children are well behaved. They are learning the boundaries of acceptable behaviour through the childminder's consistent management and positive attitude. She steps in quickly to stop any minor disagreements to which children respond well. Children remain safe in the care of the childminder. She has taken precautions to prevent them accessing other parts of the house which are not safe, using several stair gates.

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:	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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