

Inspection report for early years provision

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Inspection date	04/02/2010
Inspector	Karen Louise Prager
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 has been registered since 1984. She lives with her grown up daughter in Malmesbury, Wiltshire in a home that is easily accessible at street level. Minded children have access to the whole of the ground floor. The first floor is only used for sleeping minded children and toileting. There is a fully enclosed garden available for outside play. The childminder has two cats, three dogs and keeps tropical fish.

The childminder is registered on the Early Years Register to care for a maximum of three children in the early years age group. She is currently caring for four early years children, all attend on a part time basis. The childminder is also registered on both the voluntary and compulsory parts of the Childcare Register and cares for eight older age children. The childminder walks to the local school to take and collect children. She attends a local toddler group and makes use of community facilities including parks and shops.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder promotes children's welfare with success, ensuring that they are safe and secure. Children are suitably engaged in most activities, although limited assessment and planning means that the learning needs of the children are not always identified. There is a close working partnership with parents, which ensures they are kept informed of their child's care and learning. The childminder has begun to review and evaluate her practice to identify her strengths and pinpoint areas for development but systems are not yet sufficiently robust to ensure that all gaps in her provision are recognised.

What steps need to be taken to improve provision further?

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

- develop communication with parents and other settings attended by the children in order to ensure continuity and cohesion in children's learning and development
- make effective use of observations and assessments to identify next steps in learning
- use what is known of each child to plan relevant and challenging learning experiences
- develop robust systems for regular self-assessment, which lead to the clear identification of targets for further improvement. Ensure this reflects on the impact on children's welfare, learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is sufficiently organised with documentation in place to help support children's health and welfare. Premises are safe with appropriate safety measures followed so that children can move around safely in their play. A risk assessment has been completed and appropriate steps have been taken to minimise potential risks to children. The childminder is clear of her role to safeguard children, has recently completed training and has information on procedures to follow if she has a concern about a child in her care. The childminder has developed written policy statements which are shared with parents to inform them of her practices.

Children are welcomed into a friendly and relaxed environment where they are valued and included. The childminder has a clear understanding of children's differing abilities and makes sure all children have equal access to the selection of toys and games. She is keen to improve her practice and has identified training in food hygiene to complete in the future. The childminder has started to reflect on her childcare practice through completion of a self-evaluation document. This has helped her recognize areas for development though these have not identified how to improve the outcomes for children in their learning and development.

The childminder has established effective partnerships with parents which help support her in ensuring that children's individual needs are followed. Informal discussion at the beginning and end of the day means that information about a child's care is shared with parents on a regular basis. The childminder has regular contact with other providers of the Early Years Foundation Stage though this is focused on children's wellbeing and not linked to promoting learning outcomes.

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

Children are happy and settled and relate well to the childminder. They benefit as the childminder has a clear understanding of their individual needs, which helps them feel secure. A satisfactory range of resources is set out for the youngest children, ready for when they wake. Older children have free access to a small selection of toys in a storage chest, with additional resources available on request. The childminder states that she does not plan for children as she prefers to be led by their interest. However, this means that children's learning is not fully promoted and children do not make as much progress as they could. There is an enclosed garden available for play in the summer months only. Babies have daily walks to the park where they benefit from fresh air. The childminder organises a satisfactory range of play experiences and activities that take account of children's interests. For example, children develop their problem-solving skills as they happily explore what happens when they push knobs on electronic toys. The childminder takes some interest in the children's play offering support when they discover a puzzle. Older children have regular opportunities to take part in creative activities, such as sticking or colouring. The childminder has some understanding of how

children learn and progress, although this is not reflected in the activities provided.

Children are supported in learning to share and show consideration to others, through discussions with the childminder of how to respect everyone. Children's health and safety is suitably promoted. They learn about keeping themselves safe when walking back from school through the reminders given by the childminder and by regularly practising the emergency evacuation procedures. Children are encouraged to adopt healthy lifestyles through the daily routines followed and the provision of nutritious food that takes account of their likes and dislikes. Children have daily opportunities for fresh air and exercise through walking to and from school. They have regular access to drinks and the childminder stores food provided by parents appropriately.

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	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	2
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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