

Inspection report for early years provision

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Inspection date	05/05/2010
Inspector	Jenny Read
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 2009 and is registered on the Early Years Register and the compulsory part of the Childcare Register. She may provide care for a maximum of five children under eight years, of these, not more than three may be in the early years age group at any one time. The childminder currently cares for two children in the early years age group on a part-time basis, all year round. She offers before-and-after school care and holiday care for children in the later years age group, but no children currently attend. The childminder provides a drop-off and collection service for children attending the local school or play group.

The childminder lives with her husband and their two children of eight and six years in the Rodbourne Cheyney area of Swindon. The whole of the house is available for the childminding. The main areas used are the dedicated upstairs play room and bathroom facilities, downstairs sitting room, kitchen, dining room and toilet facilities. One upstairs bedroom is available for sleeping. There is an enclosed rear garden with grass and patio surfaces for outdoor play. The family have a pet guinea pig, tropical fish, pond fish and chickens. The childminder holds the Council for Awards in Children's Health and Education certificate in Preschool Practice at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making generally good progress in their learning. The childminder has sound awareness of the Early Years Foundation Stage and secure knowledge of children's individual needs to support their learning. Excellent use is made of the garden to engage children's interest and curiosity of living things, however systems to track and monitor the six areas of learning indoors and outdoors and ensure activities are balanced and purposeful, are not secure. The childminder promotes many aspects of children's welfare with success. Although risk assessments for outings are not complete as required, the childminder is very vigilant ensuring children's safety is given high priority. The childminder is enthusiastic and motivated to drive improvement and is currently developing systems for self evaluation to ensure outcomes for children are continually enhanced.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing undertaken (Suitable premises, environment and equipment) 05/07/2010

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

- develop the planning to ensure focus is given to all six areas of learning indoors and outdoors and ensure activities are purposeful and radiate from children's next steps
- develop further children's awareness of diversity and differences to enable them to value and respect others

The effectiveness of leadership and management of the early years provision

The childminder is committed to undertake further training to extend, her knowledge of the Early Years Foundation Stage and outcomes for children. By currently attending the Diploma in Homebased Childcare, the childminder is beginning to reflect on her practice through self-evaluation, to securely identify key strengths and areas for improvement. These include attending additional training to gain confidence in developing the observation, assessment and planning systems; attending safeguarding training to increase knowledge of procedures to follow with any concerns; and incorporating the six areas of learning outdoors, such as introducing slate for chalking and mark making. Record keeping is well maintained and shared with parents to support their children's care. Parents sign the well written policies and procedures, which are generally well known and implemented appropriately by the childminder. Children are safe because thorough risk assessments of the premises clearly identify the risks, impact to children and action taken to secure their safety. However, risk assessments for outings are generic and not specific to each type of outing undertaken as required.

The enthusiastic childminder is committed to working in partnership with parents. This ensures children are cared for according to their parents' wishes and enables them to contribute to all aspects about their children's care and learning. They talk about healthy options for lunch boxes to further enhance children's health and wellbeing and praise the childminder for implementing the same behaviour rules as they do at home, promoting a consistent approach to children's care. This nurtures close relationships and a responsive service. Parents receive detailed information about their children's general care issues and progress to feel well informed. They praise the informal daily discussions and daily diary, which include a summary of their child's day with photographs of activities completed and examples of their children's achievements. Implementation of termly parent meetings actively encourages parents to discuss their children's on-going progress and view their children's assessment and photographic learning journal, enabling them to support their children's learning at home. The childminder demonstrates satisfactory awareness of how to forge links with other settings children may attend in the future.

Children play in a safe, clean environment and benefit from ample space in which to play inside and outside. They confidently access the spacious, warm and comfortable play room and a suitable range of resources from the low-level storage units that encourage their independence. Plans to attach photographs and pictures of the resources onto the boxes will further enhance children's

independence and choices and will aid tidy up times. Numerous posters and examples of children's work decorate the walls providing a welcoming environment that values children's achievements and helps them to feel special and included in the setting. An informative induction meeting with parents and well-planned settling-in sessions enable the childminder to gain detailed information about children's individual needs to provide purposeful support. Access to a few books and jigsaws that reflect positive images of other cultures, planned activities about Easter and occasional discussion about children's differences and similarities, is beginning to introduce children to the wider world.

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

Children learn to keep themselves safe and develop good understanding of the dangers inside and outside through frequent reminders and clear explanations for safe play. Children are happy and feel safe, laughing and smiling with the childminder, confidently making sounds and using gestures to express their needs. Monthly practise of the escape plan enables children to learn safe action to take in an emergency. Good emphasis is given to promoting children's health and wellbeing. They learn to understand and adopt healthy habits such as good hygiene practices from a young age, washing their hands following outside play, toileting and prior to all meal times. Children enjoy being energetic, developing their co-ordination and control as they kick balls in the garden and increase their strength and agility as they negotiate obstacles at the soft play centre. Children's lunch boxes are kept cool and fresh and children keep well hydrated, readily accessing their individual drink when they are thirsty. Children are well behaved and thrive on the frequent praise, encouragement and consistent boundaries. This promotes children's self-esteem and participation and enables them to learn right and wrong.

The childminder follows the lead of the children during play, interacting and supporting their interests well to encourage their learning. As a result, children have close bonds with the childminder and play co-operatively with their peers whilst playing skittles. Children enjoy experiences and activities across many areas of learning, however, there are no systems in place to ensure there is a balanced curriculum. Focus of planned activities is not specific or purposeful because activities, such as 'sand play' or 'spring activities' do not highlight intended learning. The childminder is dedicated to promoting positive outcomes for children, actively developing their social skills and friendships with other children in response to parents' requests. Children enjoy regular visits to play with other children of a similar age at the local play group, other childminder settings, the library and soft play centre.

Children become creative, inquisitive learners, benefiting from the childminder's excellent commitment to sustainability and good emphasis to promoting children's knowledge and understanding of the world. They have lots of fun exploring the large and inviting garden, watching the chickens and observing the fish in the pond. They plant sun flowers and numerous fruits and vegetables, such as carrots, potatoes, fine beans, tomatoes and strawberries, watering them and learning to

care for living things. They participate in caring for their environment making good use of household recyclable materials. Through experimenting with different media, the children make models and develop early problem solving skills as they post objects and investigate how things fit into one another. The childminder supports and models play purposefully enabling younger children to develop new skills and build on what they already know and can do. For example, children observe the childminder intently, then copy sprinkling the sand into the watering can.

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	2
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	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	2
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	2
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