

## Inspection report for early years provision

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<b>Unique reference number</b>	EY399738
<b>Inspection date</b>	13/05/2010
<b>Inspector</b>	Karen Louise Prager
<b>Type of setting</b>	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 registered in 2009. She lives in a two bed-room house in Rodbourne in Swindon, Wiltshire, with her husband and two young children. The whole house is registered for childminding, although downstairs is mainly used with a bathroom and sleep area upstairs. There is a fully enclosed garden for outdoor play. Local amenities such as shops, toddler groups, a park and library are within walking distance. The childminder takes and collects children from, local schools and pre-schools.

The childminder is registered to care for four children under the age of eight years, two of whom may be in the early years age range. She is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently two children within the early years age range on roll.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive environment where children settle to be secure and happy. Children make good progress in their learning and development and they enjoy being with the childminder. She observes them closely to be, overall, well aware of their individual needs and interests. The home is well organised to enable children to choose from a range of attractive resources and to be actively engaged in interesting play activities. The childminder works in close partnership with families, other agencies and providers so that most aspects of children's learning and welfare needs are effectively met. Required documents are maintained and careful reflection ensures that plans are well targeted to bring about further improvement to her provision and outcomes for children.

## What steps need to be taken to improve provision further?

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

- keep all required paperwork up-to-date and available for inspection, with particular regard to children's attendance and the record of medication administered (Documentation) 27/05/2010

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

- use observations and assessments to identify children's next steps of learning and enable targeted support for children's development across all areas of learning

## **The effectiveness of leadership and management of the early years provision**

Children's health and safety is enhanced by the childminder's efficient organisation and her enthusiastic approach to promoting their welfare. Secure understanding of safeguarding issues and the implementation of a record of risk assessments for all aspects of care, ensures children are safe and well protected. Adults living in the home are all vetted. The childminder has a good understanding of how to safeguard children and how to respond effectively in the event of any concern about a child. Records and documentation to support children's care are maintained and shared with parents. Most policies and procedures are well written and implemented. However, the record of children's attendance is not completed promptly and the record of medication administered is not kept ready for inspection. The childminder is committed to providing a good level of care. She is willing to respond to professional advice and is motivated to attend additional training, to further develop her practice and outcomes for children. The childminder makes use of self-evaluation to identify clear targets that further develop her commitment to inclusion. She has recently formalised this by using Ofsted's online form.

Children play in a welcoming and well-organised environment, enabling them to become competent and creative learners. The home is organised to be child-friendly and children can easily access a good range of suitable resources. The childminder has also compiled a book with pictures of toys, as an aid for children choosing what to play with next. She supports them in using this and children make definite decisions about what they would like to play with. The childminder works positively to promote equality of opportunity and has a good knowledge of each child's background. She supports the children to consider people who are different to themselves.

The childminder has a developing awareness of the Early Years Foundation Stage. She offers activities in each of the six areas of learning and uses diaries successfully to evaluate activities and routines, to inform future planning. She has begun to review the assessment system to gain understanding about next steps for each child, across all areas of learning, to ensure a balanced curriculum.

Good links with the playgroup that children attend are developing. The childminder regularly assists in the preschool so knows the routine and staff well. Regular discussion takes place to ensure that information is shared, to promote children's achievements and continuity in their care. Highly positive relationships with parents ensure each child's needs are well met. They are made to feel welcome and are well informed about the setting and many aspects of their children's learning and well-being. An informative notice board and regular discussion with parents enables families to take an active part in the setting. Informative meetings with new parents, sharing of policies, daily informal discussion and use of a daily diary encourage an effective liaison with families. The children's individual records are available to share with parents so that they may be well informed to further support their children's learning at home.

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

Children settle well with the childminder, gaining confidence to join in conversation and play with others. The childminder makes herself available to support and encourage the children in both indoor and outdoor play, for example, when they learn to balance their weight on the rocker. Children are active, inquisitive, independent learners and make decisions to play in or outdoors. The childminder uses her growing knowledge of the Early Years Foundation Stage to complete observations on the children in her care; developing systems are in place to plan for their next steps towards each early learning goal. There is a supportive balance of child-initiated and adult-led activities. Children choose from the range of toys stored at their level and the childminder follows their play initiatives. She suggests activities and plans regular visits to children's groups where they socialise and play in the ball pit. The childminder's home is organised to give children suitable freedom to choose and develop different activities. Children develop good self-care skills when taking off their shoes and socks to play in the sand. They reflect the environment in their play with small world toys, such as dolls. Children work together to complete a large floor puzzle and listen carefully as they play an audio lotto game. She encourages children's language as they talk together throughout the day, about what they are doing. Children show a good attitude to learning and are quick to ask questions if they want to know something.

Children learn the importance of a healthy lifestyle. They enjoy daily opportunities for fresh air and exercise in the interesting garden and on walks to school or the park. When visiting parks they enjoy the challenges of new apparatus and, although initially needing support, show great delight when able to slide down the pole. Children have regular access to drinking water. They make selections from a range of nutritious foods, such as fruit at snack time, showing their growing understanding of healthy options. Children get involved making bread rolls, adding ingredients to the bread maker. When the dough has risen, they share the rollers and cutters to make bread rolls that are then baked in the oven. This encourages children to take an interest and develop an understanding of the food they eat. Children also grow some vegetables, such as potatoes, in the childminder's garden where they help care for them. Well-established routines for hand cleaning ensure that children adopt good personal hygiene. Children effectively learn how to keep themselves safe. They regularly practise road safety, as they walk along the pavements together and wait to cross roads. Children learn how to stay safe by carefully negotiating the stairs and through clear explanations of what they may touch in the kitchen. The childminder has a calm, friendly manner and is a positive role model. Children respond well to her expectations, learning to share toys and willingly take turns. They follow her lead to be polite and to think of the needs of others, so that their behaviour is good.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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