

Inspection report for early years provision

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Inspection date	10/06/2010
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 1993. She lives with her husband and twin children aged sixteen in Bridgwater, Somerset. The whole of the ground floor of the house is used for childminding, and two of the upstairs rooms are used for children to sleep. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, four of whom may be in the early years age group. She is currently minding five children in the early years age group as well as children over five years to eleven 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 holds a level three qualification in children's care and learning.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met effectively by the childminder who has established excellent partnerships with their parents. Children's learning is planned, promoted and monitored well, although not always on an individual basis, and careful consideration is given to including all children equally. Children see a positive reflection of themselves throughout the home to support them in developing a very good sense of belonging. The childminder has a secure knowledge of the Early Years Foundation Stage, which she uses to support children in making good progress. The childminder has made many improvements to the quality of her provision since the last inspection which have benefited all children.

What steps need to be taken to improve provision further?

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

- make more effective use of the observational assessments to plan and promote children's learning priorities more clearly and on an individual basis.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder who has effective systems in place to assure their safety and well-being. She has a secure understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Policies, procedures and records are well-organised to secure the safe and efficient management of her provision. Thorough risk assessments, rigorous hygiene practices and carefully considered safety measures maintain high standards of health and safety both within the house and on all outings.

The childminder provides a warm and welcoming environment and dedicates her

time to observing, interacting and supporting children. As a result, children show a very good sense of well-being. She creates a positive environment in which she acts as a good role model, providing consistent messages to support children in learning about the needs and feelings of others. Children are also learning about diversity very well both within their local environment as well as in the wider world.

The childminder is committed to improving the quality of her provision through developing her own knowledge and skills. She has attended a wealth of training courses and workshops since her last inspection and has achieved Advanced Childminder Status. She has very successful systems for monitoring and evaluating the quality of her provision. This includes a self-evaluation form, with on-going areas identified for improvement, and regular meetings with the local authority in developing her practice.

The childminder has established excellent partnerships with parents. Comprehensive information is provided to parents to support them in making an informed choice. Parents provide the childminder with information regarding their child's needs, preferences and routines. They are kept well informed through displays, daily communication and their child's daily home contact book. The childminder is establishing links with a local pre-school which a child also attends to ensure consistency of care and learning.

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

Children benefit from an excellent range of well-maintained and age appropriate activities and experiences to promote their learning and development. Toys are easily accessible within the dedicated play room and labelled in written, picture and sign form to support children in identifying and choosing independently. The childminder has a good knowledge of the Early Years Foundation Stage. She uses this to promote children's learning through a balance of activities including free-play at home, some adult led activities, regular trips to children's activity groups and walks within the local community. In addition, the childminder organises weekly topics, currently 'growing'. Observations are carried out each month from which children's next steps of learning are planned. However, this information does not always clearly identify what the childminder intends children to learn next and is not planned for individually to encourage each child to develop to their full potential in all areas. The childminder interacts with interest and enthusiasm, offering children support, encouragement and affection.

Children are very happy and settled in the childminder's care. They are developing positive attitudes and are learning to share, take turns and show good manners. They communicate with confidence to share their news and express their feelings and needs. The childminder has recently introduced signing to include and support all children's communication skills. Children enjoy music; they sing and explore the sounds and rhythms of different musical instruments. They talk about shape and number in their play and have opportunities to problem solve with activity toys and puzzles. Children are involved within the local community through the groups they attend and friends they meet, the facilities they use and the regular walks they

enjoy within the town. Children use their imaginations extremely well with an extensive range of role play, small world and constructional activities. They also have regular opportunities to create in drawing, painting and sticking activities.

Children feel very safe and secure within the childminder's care. They demonstrate this through their warm and affectionate exchanges, the trust established with the childminder, their exploration and self-confidence. They learn about keeping safe through practical activities and guidance, such as stranger danger, road safety, practising the fire evacuation procedure, using equipment safety and managing steps. Children are cared for within an extremely clean and hygienic environment. They are learning about healthy lifestyles well through regular hand washing, tooth brushing routines and healthy eating. They enjoy outdoor play regularly to promote their health, using a very good range of equipment in the garden and locally to promote their 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	1

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	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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