

Inspection report for early years provision

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Inspection date	28/04/2010
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.

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Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children aged nine and 13 years, in the town of Street in Somerset. The accommodation available for childminding includes a lounge, kitchen and conservatory on the ground floor and the bathroom on the first floor. There is a fully enclosed rear garden available for outside play. The family have a pet bird.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. She is currently minding four children in the early years age group as well as children over five years to six 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 delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met effectively by the childminder. Their learning is monitored and promoted well, although not consistently for all children who attend other settings as their main provision. Children's individuality is valued and they see a positive reflection of themselves throughout the home to support them in developing a good sense of belonging. The childminder has a good knowledge of the Early Years Foundation Stage and knows the children and their emerging interests well. As a result, children are making good progress. The childminder has made many improvements to the quality of her provision and her own personal development since her last inspection which have benefited all children. However, the self-evaluation system is not sufficiently established to identify further aspects for improvement.

What steps need to be taken to improve provision further?

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

- develop the use of the assessment system to monitor and assess the progress of all children who also attend other settings
- develop a self-evaluation system to identify further aspects for improvement which will benefit all children
- ensure all records of risk assessments for outings clearly state when they were carried out and the date of review.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected by the childminder who has effective systems in place to assure their safety and well-being. Policies, procedures and records are

well-organised to secure the safe and efficient management of her provision. In addition, she has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to further safeguard children. Daily risk assessments are completed to maintain good standards of health and safety within the house. Separate risk assessments are completed for outings, but are not dated to show when they are carried out and reviewed. However, the childminder reviews all outings before embarking and ensures potential hazards to children are eliminated when away from the house to ensure children are not put at risk.

The childminder makes effective use of her time and resources to ensure her home is safe and hygienic for when children arrive with activities ready for them to enjoy. She dedicates her time to interacting, supervising and observing the children. As a result, they are happy and active. She creates a positive environment in which children learn about the feelings of others as well as learning about diversity in the wider world through the resources they play with.

The childminder is committed to improving the quality of her provision through developing her own knowledge and skills. For example, she has attended a wealth of training courses and workshops since her last inspection and has completed the National Childminding Association Quality First Scheme. She has completed a self-evaluation form to monitor and evaluate the quality of her provision. However, she does not complete action plans to identify further improvements to the quality of children's care and education.

The childminder has established successful partnerships with parents who are provided with comprehensive information 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 home books which detail their child's routines and daily activities. Parents also contribute personal information regarding their child's interests and their views of the provision. The childminder is establishing links with the other settings some children also attend to ensure consistency of care and learning.

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

Children benefit from a good range of well-maintained play provision and experiences, much of which is easily accessible to promote their independent play. They enjoy a balance of activities within the two play areas of the house and the garden, including time to play freely, join in organised activities and to relax. Children's learning is monitored and promoted effectively. For those attending as their main provision, this includes regular observations of children which are recorded into journals which include their next planned steps of development. However, this is not carried out for all children once they start pre-school. In addition, all children have a profile completed to show their schematic stage and interests, which also contributes to informing the weekly planning of activities and events. The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She knows children well and uses their emerging interests

to promote all aspects of their learning. She interacts with interest, asking lots of questions to encourage children to think and is receptive to their responses.

Children are very happy and settled in the childminder's care. They demonstrate a good sense of well-being through their self-confidence and the warm interaction they share with the childminder. Children behave well and display positive attitudes. They are learning about what is expected of them and listen well to the childminder. They are active and inquisitive learners who focus well on their chosen activities. Children communicate their thoughts and needs with confidence, and enjoy using their emerging vocabulary. For example, pointing to and naming animals and their sounds in books which they cuddle up to read with the childminder. Children are learning about numbers through counting with the childminder and use numbers in games as they develop a recognition of numerals. They are learning to problem solve in completing puzzles, activity games and working electronic toys. Children use their imaginations well. For example, they explore sand, water, dough, cookery ingredients, bowls of wet jelly and corn flour, dry pasta and paint in sensory and creative activities. They also role play, dress up, build with constructional sets, play with small world resources and enjoy music. Children are involved within their local community and attend different activity groups and use the outdoor play facilities. They learn about growth and change within the environment through planting projects in the garden and collecting natural resources throughout the changing seasons.

Children feel safe and secure within the childminder's care, which they demonstrate through their confidence and independence. They learn about keeping safe through house rules, road safety on walks and fire drills. Children are cared for within a clean and hygienic environment and are supported well in learning about healthy lifestyles, such as making healthy eating snack mats. They benefit from regular outdoor play activities. This includes a good range of equipment in the garden, walks and trips to the local play parks to promote their physical development and to allow them to run freely.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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

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	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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