

Inspection report for early years provision

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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 2001. She lives with her husband and two children aged 14 and 10 years, in Street, Somerset. The accommodation available for childminding includes the lounge, play room and kitchen on the ground floor and toilet facilities on the first floor. There is a fully enclosed garden available for outside play. The family keeps a pet hamster and tortoise.

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 five children in the early years age group as well as children over five years to 10 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 are valued as individuals and they see a positive reflection of themselves throughout the home to support them in developing a good sense of belonging. The childminder knows children well and meets their individual routines consistently in partnership with parents and other settings involved in their care. However, systems for monitoring and promoting their learning does not ensure children are being encouraged to fulfil their potential in all areas of learning. 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.

What steps need to be taken to improve provision further?

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

- develop the observational assessments to ensure children's next steps of learning are prioritised to encourage them to develop to their full potential in all areas of learning
- provide children with more opportunities to develop their understanding of numeracy and to mark make for a purpose.

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 clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to further safeguard children. Policies, procedures and records are well-organised to secure the safe and efficient management of her provision. This

includes risk assessments for all areas of the provision, which are updated to include any changes, such as the current building work being carried out. In addition, monthly checklists and assessments for outings ensure good standards of safety are maintained.

The childminder organises herself well to ensure all areas are clean, hygienic and safe to allow children to explore freely. She interacts with a gentle and affectionate manner, providing close support, supervision and comfort. She promotes positive attitudes through the good range of resources reflecting diversity, meeting people from different backgrounds and cultures and attending sing and sign sessions each week. The childminder is committed to improving the quality of her provision through developing her own knowledge and skills. For example, she has attended many training courses and workshops since her last inspection and addresses all recommendations from the local authority. She has completed a Somerset Childminding initial assessment form. However, this is not sufficiently established to ensure weaknesses are identified within all aspects of children's learning and development.

The childminder has established successful partnerships with parents who are provided with a comprehensive portfolio 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 daily journals, displays, e-mails, daily communication and looking at their child's scrap books. The childminder has established 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's learning is monitored and promoted appropriately. The childminder carries out observations of children which are recorded in their scrap books with examples of work and photographs to illustrate their achievements. However, this information is not used to prioritise clear and individual next steps of learning to encourage children to develop to their full potential in all areas. The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and knows the children well. She provides a good range of well-maintained play provision and experiences to support their interests and which they access easily to promote their independent play. As a result, children are happy, active and inquisitive in their play.

Children demonstrate a good sense of well-being through their confident exploration, independence, very cheerful dispositions and the warm affection exchanges with the childminder. Children behave well and are learning about what is expected of them and the needs and feelings of others through sharing and taking turns. They communicate with confidence, expressing themselves clearly. They have access to a good range of books, but do not have opportunities to mark make for a purpose independently, unless an activity is organised. Children have some opportunities to problem solve in practical situations as well as in play. For example, negotiating spaces to crawl through, sorting shapes and completing

puzzles. However, they have less opportunities to develop early numeracy skills. Children use their imaginations well. For example, they role play in the home corner shop, play with small world resources and build with constructional sets. They have some opportunities to be creative in organised activities, but not independently. Children are involved within their local community and attend different activity groups each week, such as Jolly Babies singing sessions, playgroups, Children Centre activities and trips to the parks.

Children feel safe and secure within the childminder's care, which they demonstrate through their confidence and good sense of well-being. They learn about keeping safe through house rules, safe play guidance, stranger danger discussion, road safety on walks and practising the emergency evacuation procedure. Children are cared for within a clean and hygienic environment and are supported well in learning about healthy lifestyles. For example, thorough hand washing routines and enjoying a nutritious diet with continuous access to their own drinks. They benefit from regular outdoor play activities, including small scale physical play equipment in the garden and more challenging equipment in the local parks and playgrounds.

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	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	3
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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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