

Inspection report for early years provision

| | |
|--------------------------------|----------------|
| Unique reference number | EY279910 |
| Inspection date | 25/06/2010 |
| Inspector | Samantha Powis |

| | |
|------------------------|-------------|
| Type of setting | Childminder |
|------------------------|-------------|

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 has been registered since 2004. She lives with her husband and three children aged 15, 16 and 18 years, in a house situated in the town of Wincanton in Somerset. Minded children have use of all areas of the home with care mainly provided on the ground floor, which includes a playroom, living room, kitchen and toilet facilities. There is a fully enclosed garden at the rear of the house for outside play. The family have a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children aged under eight years, three of these may be in the early years age group. There are currently 14 children on roll, four of these are in the early years age group.

The childminder is a member of the Wincanton childminding network and is working towards a level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as the childminder is committed to meeting their individual needs. The childminder provides a welcoming family home environment where children feel confident and relaxed. Children are provided with a good range of activities and resources within the dedicated playroom and outdoors to stimulate their interest and support their learning. The childminder is well organised. She frequently seeks support and guidance to allow her to extend and secure her own skills and adapt her practices to better support children's needs.

What steps need to be taken to improve provision further?

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

- provide increased opportunities for parents to share children's development records
- develop further the systems to plan for children's progress to ensure they are consistently supported in taking the next step in their learning.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well as the childminder has a secure awareness of safeguarding procedures. She has a clear understanding of her role and responsibilities and refers to relevant documents to support her. Children remain well supervised at all times and positive steps are taken to ensure safety is maintained when in the home and on outings. Records are used well to support children's ongoing safety and welfare, including clear risk assessments and a

detailed register of children's attendance. Children's health is supported well. The childminder follows positive practices to reduce the risk of cross infection and ensures children are provided with plenty of drinks throughout the day to prevent them from becoming thirsty.

Areas within the childminder's home are used well to benefit children's enjoyment and development. The childminder understands children's preferences and interests. She ensures equipment and resources that are appropriate for the children attending are easily accessible. This helps to ensure children want to get involved. Additional toys and equipment are accessible to the children, allowing them to make some choices in what they want to play with. The garden is used to extend play opportunities and children are frequently taken on outings, walks and trips to local toddler groups increasing the range of activities they are involved in.

The childminder has started to implement systems to help her review her own practice. She is pro-active in seeking advice and support from other professionals. On behalf of the local childminding group, she organises training opportunities to enable her and other childminders to improve their knowledge and skills to meet children's needs better. She is currently completing a level 3 qualification in childcare, which helps her to evaluate how well she is supporting children's needs and meeting the requirements of the Early Years Foundation Stage. The childminder has a positive attitude towards implementing changes to improve the outcomes for children. The childminder has addressed the recommendations raised at her last inspection, which means that children's health and safety is better supported.

Good relationships are established with parents, which helps ensure the childminder works consistently with them to support children's welfare needs. Daily discussions ensure she is kept up-to-date with children's welfare needs. Parents are provided with detailed information about the setting. They are made aware of policies and written consents, to ensure they agree with the procedures followed by the childminder. Parents are aware of the records the childminder keeps on children's development. However, they are not always encouraged to share the detail of these to help them work together to support children's ongoing progress. The childminder provides a flexible and reliable service for parents and children, accommodating changes in family needs wherever possible. Parents state that they are very happy with the service the childminder provides. The childminder exchanges information with other settings children attend to help promote consistency.

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

Children form a strong bond with the childminder as she dedicates her time to supporting their individual needs. They are confident, happy and settled within the welcoming and homely environment and explore the range of age-appropriate toys and resources freely. Children are encouraged to participate in a range of activities, which are based on the childminder's understanding of children's preferences and stage of development. Children present enjoy playing with the

dolls. The childminder ensures a range of dolls are easily accessible; these include dolls that reflect different genders, races and cultures to support children's understanding and awareness of the wider world. Additional resources, such as clothes, are provided to extend the play. The childminder gets involved as the children play encouraging their all round development; they consider the types of clothes the dolls need to wear, the size, colour of the garments and whether they are suitable for the summertime. Through this discussion and encouragement from the childminder the children to try to put the dolls clothes on; they are extending their language skills, comparing size, noticing colours, building an awareness of the world around them and improving their muscle control. The childminder is constantly involved as the children play, which enhances their enjoyment. The children giggle as they play and often receive cuddles to reassure them. Children are encouraged to be interested in the world around them as they enjoy regular outings. For example, leaves and feathers collected from a walk are used creatively by the children to make their own pictures. Children begin to understand boundaries and expectations due to the childminder's consistent approach. They are encouraged to take turns and share, as they play with the toys and receive lots of praise and encouragement for working well together. This positive approach promotes good behaviour.

The childminder interacts with the children well. She offers children a good range of activities that are appropriate to their age and stage of development. She has started to use the Early Years Foundation Stage framework to help her observe and monitor children's progress. She records some observations of children as they play but does not always use this information effectively to formally plan activities, which will help ensure all children are consistently encouraged to build on what they already know or can do.

Children start to learn about safety as they take part in practising the emergency evacuation procedures. The childminder discusses safety when in the home and on outings as she believes children need to learn to become safety aware. Children are learning positive routines to promote their own health. They are encouraged to wash their hands regularly, helping them to understand the importance of this in supporting their own health. They enjoy many opportunities to play outdoors using the wide range of physical play equipment including balls, trampoline and climbing frame, helping them to become aware of the benefits of physical activity and exercise.

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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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