

Inspection report for early years provision

Unique reference number	EY280235
Inspection date	01/04/2010
Inspector	Rachael Williams

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 has been registered since 2004. She lives with her husband and two children in Weston-super-Mare, North Somerset. The whole of the ground floor and the first floor bathroom of the property are used for childminding. There is a fully enclosed garden available for outside play. The family care for a cat.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight at any one time. She is currently minding five children; of these, three are in the early years age range. The childminder walks to local schools and pre-schools to take and collect children. The childminder attends a local toddler group.

The childminder has a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and confident as good relationships have been established to ensure that children's individual needs are acknowledged and respected. They make good progress in their learning and development and enjoy a balanced range of experiences. On the whole, effective arrangements have been established to ensure children's safety and health in a well-organised environment. Engagement with parents is good and appropriate partnerships are beginning to be developed with other early years providers. The childminder takes effective steps to evaluate the service she provides and improvements show good understanding of how these will impact on children and secure continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure a written record of risk assessments are completed for the premises and that each type of outing is risk assessed and reviewed (Safeguarding and welfare). 30/04/2010

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

- develop the assessment system to include further observations of children's progress
- develop further relationships with other early years providers to ensure pertinent information regarding children's progression is consistently shared.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. The childminder has risk assessed the provision and installed appropriate safety measures to protect children, such as a stair gate which prevents children leaving the premises unnoticed. However, risk assessments for the premises have not been documented and some outings have not been fully risk assessed. These are breaches in specific legal requirement. The childminder ensures that all adults living on the premises have been appropriately vetted in order to ensure children's well-being. The childminder has sound knowledge of child protection issues and is fully aware of the procedure to follow should an incident occur, consequently, children's welfare is effectively safeguarded.

Positive relationships have been established with parents which ensures each child's needs are met, for example, through flexible settling-in arrangements the childminder has good knowledge of children's routines, backgrounds and needs. Parents offer positive testimonials to the care their children receive, for instance, one parent describes the household as 'friendly and comfortable' and another explains how 'happy and well cared for' her child is and how he has come on in 'leaps and bounds and has grown into a confident and happy child'. Through effective liaison with parents the childminder supports children's developing capabilities, such as toilet training; consequently, the childminder operates a fully inclusive service as she acknowledges that each child has different starting points and stages of development. The childminder is beginning to develop relationships with other early years providers to ensure continuity in children's care; as yet, information regarding children's progression has not been shared.

Children benefit from a well-organised environment. Through the childminder's self-evaluation she identified the need to develop children's independence so that they could make decisions about their play, therefore, the childminder has ensured that children are able to access toys and resources independently in the play room to support their learning and development. To further enhance the provision the childminder has evaluated the use of the local environment and has enhanced children's social skills through attendance at the local toddler groups. The childminder is beginning to monitor the provision well and reflect on how improvements benefit the children, for instance, she is in the process of accessing a grant in order to improve the outdoor provision and to develop information, communication and technology activities through purchasing a child friendly digital camera and a laptop. As yet, self-evaluation does not include the views of parents.

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

Children are happy, settled and willingly take part in activities. The childminder is aware of children's interests and promotes activities to support children's exploration of the environment. For example, a toddler thoroughly enjoys exploring plastic bottles; he repeatedly places lids on the bottles, sticking his tongue out as

he concentrates, showing excellent fine motor skills. The childminder applauds his achievements and identifies next steps to challenge the child further, for instance, developing his spatial awareness in completing puzzles. Children are developing good communication skills and the childminder consistently responds to children's developing language and supports new vocabulary with actions and gestures to enhance understanding. Children enjoy mark-making and are encouraged to create patterns and to hold tools correctly. The childminder is beginning to record children's progression alongside the learning and development requirements, however, this process is in its infancy and, as yet, does not clearly show children's achievements.

The childminder encourages children to be conscious of their own safety, for instance, when walking to and from pre-school and school the childminder discusses road safety with the children and ensures they cross at a pedestrian crossing, observing the 'green man'. The childminder has established an appropriate evacuation plan which is well understood by the children as they regularly practise evacuating the home. Children are aware of expectations and boundaries and develop a good sense of belonging within the setting. Older children are mindful of younger ones and strong relationships are formed, for instance, an older child ensures the stair gate is securely fastened when he enters the provision to ensure a toddler does not leave unattended. The childminder has been proactive in updating her first aid training to ensure minor accidents are dealt with appropriately. Accident records are promptly shared with parents to ensure continuity in children's well-being. Appropriate consents are gained from parents to ensure children's welfare, such as to administer medication and to escort children on outings.

On the whole, the childminder promotes good hygiene routines to ensure children's well-being. For example, there are good arrangements in place to ensure children are protected from the family's pet cat and that children learn to show care and concern for animals. Children are introduced to healthy eating as the childminder prepares home-made meals, such as pasta dishes. Children have numerous opportunities to be outside in the fresh air and to be active, for instance, through regular visits to the local park.

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	3
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	3
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

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