

Inspection report for early years provision

Unique reference number	EY284016
Inspection date	18/05/2010
Inspector	Mary Daniel

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 has been registered since May 2004. She lives with her husband and 13 year-old son in a semi-detached house, situated in Street, Somerset. Children have use of a living/dining room, conservatory, hall way and toilet downstairs and a bathroom and bedroom upstairs. They play in a fully enclosed garden, which is accessed from the back of the premises. Overnight care is included for one child. The family have one cat and one rabbit.

Ofsted have registered the childminder on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children aged under eight years, at any one time, of whom three may be in the early years age group. The childminder currently has six children on roll, of whom three are in the early years age group. The childminder is a member of the National Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children respond happily to the childminder who provides a welcoming, comfortable home and gets to know their individual needs very well through ongoing liaison with their parents. Children become involved in a range of exciting play experiences, which support their learning and development. Some systems of evaluation are in place, which contribute to improvements being made to the provision.

What steps need to be taken to improve provision further?

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

- develop further the systems of evaluation to help clearly identify, review and monitor all aspects of the provision, such as the risk assessments and access to play resources for all children
- develop further systems for sharing information on children's development with other providers that they attend, to ensure consistency in delivery of the Early Years Foundation Stage framework
- develop further the systems of observation and assessment to help to clearly identify the next steps in children's development that build on their current skills, to consistently encourage each child to progress to their full potential in all areas of their learning

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted through the sound awareness the childminder has of safeguarding issues and procedures to follow any concerns arising. Children benefit from the friendly relationships the childminder forms with their parents and

she promotes open communication. For example, daily liaison is maintained and enables parents to be fully informed of their child's activities and any achievements they make. This promotes consistency in how children's care and learning is supported and gives reassurance to parents. Parents are provided with appropriate information on the provision offered to their children and further policies are being established to share with them. Children have fun playing with the wide range of age appropriate toys and resources available. For example, their imagination is encouraged well through the easily accessible home corner area provided with play kitchen, food and cups and plates. This enables them to act out their ideas and experiences. Children learn where toys are stored, which encourages their independent choice and consideration is being given to ensure further resources are easily accessible to support all children's interests.

Children's particular individual needs are respected and well supported and the childminder is starting to form links with other settings they attend to promote a consistent approach in all aspects of children's well being. Children are supervised very well and the childminder is aware of their individual capabilities, which helps her in assessing their safety and putting appropriate prevention in place. Risk assessment systems are in place for play areas and for outings, and consideration is being given to ensure these clearly identify all aspects of possible hazards.

Improvements are made and the childminder is keen to develop her practice and promote children's welfare and learning. For instance, at the last inspection a recommendation was made to obtain written parental permission for any necessary emergency medical treatment their child might require, and this is now in place. This helps to provide continuity in children's care and systems of evaluation are being developed to effectively assess all aspects of the provision.

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

Children enjoy their play and mix well with their peers. For instance, they like to sing some favourite nursery rhymes together and help their younger friends in a game of 'Ring a ring a roses' as they '...all fall down'. They have great fun dancing and moving to a variety of action songs, such as 'If you're happy and you know it nod your head' or 'Heads, shoulders, knees and toes'. This helps them exercise through play and effectively supports them in learning to control and become aware of their bodies. Children like to go for local walks to a nearby play park or sometimes visit a farm to see the childminder's horse 'Tonto'. They help to feed and groom 'Tonto' and learn suitable hygiene routines as they know to wash their hands afterwards. They also see the cows being milked and see the calves in the farm field. This promotes children's knowledge and understanding of their world and helps them to learn about some other ways of living. Children show great interest as they find a snail in the garden and talk about it's shell and antennae. They decide to put it safely on a flower bed and watch as it hides in it's shell. Children benefit from the childminder's use of effective questioning in their games and she follows their lead in play, which supports their interests very well. For example, as they play in the home corner area and then decide they want to play shops. The childminder helps them find what they need and supports their

imaginations as they 'buy' and 'sell' their goods. They talk about the numbers on the cash register, which helps them develop their early mathematical awareness of numbers being used for a purpose. Children's needs are therefore overall supported well and some observations are made of their play, although these are not yet fully established to consistently help identify their next steps of development. Children like to listen to a favourite story and talk about the pictures with the childminder. They sometimes visit a local library. This helps them to develop an enjoyment of books and stories and supports their early communication, language and literacy skills. These are further supported through the opportunities for children to start to mark make. For instance, they like using the chunky chinks and crayons on the easel or outside on the paved area or in a painting activity.

Children are very well supported in developing their independence and learning about keeping themselves safe. For example, they find their shoes before going outside and start to feed themselves at the lunch table and are able to easily access their drinks bottles, which helps them keep well hydrated. They learn about the Green Cross Code on their walks and know to look and listen when crossing the road. They play with the ride on cars and fasten their seat belts to keep themselves secure and safe. Children like to play outside and dig in the sandpit, play with the ride on toys, throw a large Frisbee or play in the Wendy house. This gives them chances to benefit from being out in the fresh air and have fun while using up their energy. Children behave well and learn to share and be kind to each other. The childminder acts as a good role model and talks calmly, giving reassurance to each child. They respond happily to her positive, friendly approach and go easily for cuddles or help with their games. Consequently, children are relaxed and at ease in the home, knowing their needs will be met.

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	3
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

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