

Inspection report for early years provision

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Inspection date	22/07/2010
Inspector	Barbara Walters
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 2005. She lives with her husband and three children in Weston Village, Weston-super-Mare. All areas of the property are used for childminding. There is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered to care for up to four children under the age of eight years at any one time. She may provide overnight care for up to one child under eight years. There are currently 13 children attending on a part-time and full-time basis; of whom, five are in the early years age range. This provision is also registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. The childminder also looks after children over the age of eight years. The childminder walks to school to take and collect children and has use of a car. She attends local childminding and toddler groups and takes children to other amenities. The childminder sometimes works with her husband as an assistant. The childminder holds an Extended Childcare Practice qualification in Early Years and the City and Guilds level three in Children's care learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder ensures that children are generally safe and they benefit from a sufficient range of interesting activities which they enjoy and helps them make some progress in their learning. The childminder establishes effective working relationships with parents and informal discussion takes place daily about the children's continuing care and education, although partnership with others is less well developed. The childminder is committed to maintaining continuous improvements by addressing the previous recommendations and developing her systems of evaluating so she is able to improve outcomes for children and develop her professional skills.

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 observation and assessment to impact more effectively on planning and identify children's individual learning and development needs
- improve the use of the garden area to enable children further opportunities to freely explore across all areas of learning
- further develop partnership with other settings who deliver the Early Years Foundation Stage to ensure children's continuity of care and learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a commitment to improve her practice and has made steps in maintaining continuous improvements. She attends training and has worked hard to complete the recommendations from the last inspection. For example, she has begun to develop the children's learning profiles and has completed a written evaluation to help her continue to develop the children's care and learning. Children are safeguarded as all adults in the household have been checked. The childminder has a satisfactory approach to ensuring children are safe at all times. She knows the appropriate procedures for recording and monitoring children's accidents and injuries and sharing information with their parents. The childminder has a sufficient understanding of child protection issues to enable her to take appropriate action to protect children from harm. The childminder has organised her home to provide an appropriate environment where children can explore independently and play comfortably. Children are able to self-select from a suitable range of toys that meet their learning requirements. Resources on offer are mainly displayed at child height, which supports children's self-selection of play opportunities and helps to build their confidence. However, the garden is not utilised sufficiently to provide children with the opportunity to explore freely across all areas of learning.

Relationships with parents are friendly and they are made to feel welcome. Children have consistency of care because the childminder works with parents and shares important information by making time at the end of the day for informal discussions. The childminder gathers suitable information from parents about children to help them to settle in her care. Parents complete a questionnaire to ensure that they are happy with the service the childminder offers their children and to give them the opportunity to voice any concerns. This ensures that parents' views are taken into account and children's continuing needs are met. Inclusive practice is generally promoted as the childminder encourages children's independence and all the children join in the activities on offer. Children's play is supported by activities and toys which reflect difference and positive images of others. The childminder has begun to develop links with other settings by sharing information about the activities children are completing each term, although this is not sufficient to ensure children's continuity of care and education.

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

Children are becoming active learners because the childminder provides an interesting environment where they can explore independently. Children benefit from a balance of freely-chosen and adult-led activities that generally promotes their development and helps them make some progress towards the early learning goals. For example, children explore unusual materials such as couscous and flour mixture, which encourages them to investigate textures by squeezing and pressing and use their senses when exploring the smell. They are inventive when they drop the couscous to make it fall like rain. They express themselves in role play and

make the dinner for their friends. The childminder uses some everyday activities to help children make progress. For example, children begin to understand simple calculations when they count how many plates are needed at snack time. Children benefit from daily outings, such as visits to toddler groups and soft play, which help them to socialise with other children. They enjoy exploring the world where they live by having a day trip on the bus and train. The childminder provides children with activities suited to their interests. For example, the children enjoy water play and creating bubbles and mixing corn flour to explore the texture. Regular individual observations are in place for each child attending, which include both photographic and documented evidence. However, children's assessments do not take sufficient account of what children know and can do to enable the childminder to accurately identify the next steps in each child's learning and development.

The childminder maintains a safe environment for the children by completing a risk assessment of the home and garden which takes into account individual children. Regular fire drills help children to understand how to keep safe in the event of a fire. The risk of the spread of infection is reduced as children independently wash their hands and use their own hand towels. Children are well nourished; they enjoy a range of healthy meals and snacks. A varied menu allows the children the opportunity to try new foods and outings in the fresh air contribute to a healthy lifestyle. Children are learning the importance of socially acceptable behaviour because the childminder will provide explanations for children to help them learn how to share and take turns.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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