

Inspection report for early years provision

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Inspection date	15/09/2010
Inspector	Susan Harvey
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1993. She lives with her husband and two children aged 19 and 16 on the outskirts of Malmesbury, Wiltshire. The property is within walking distance of shops, parks and other amenities. The most of the childminder's home is used for childminding. There is a fully enclosed garden available for outside play. The family have a Labrador dog as a pet.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, no more than three may be in the early years age group. She is currently minding six children in this age group, some in part-time places. The childminder also offers care to 10 children over five years of age.

The childminder collects children from local schools and pre-schools and goes to several toddler groups regularly and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has many outstanding areas to her childminding practice. Children are very happy in her care and she is inclusive in her practice. The childminder has an excellent partnership with parents and is supportive of their needs. Children make excellent progress in a well resourced environment which enables their learning outcomes to be met. A self-evaluation system for monitoring the childminder's practice is not in place. The childminder has a good understanding of the needs of children and the documentation for planning is of a high quality, but it lacks some flexibility to involve children.

What steps need to be taken to improve provision further?

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

- develop opportunities for all children to be part of their own planning so that they can take some responsibility for their learning
- develop a system of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection issues, policies and procedures. She keeps children exceptionally safe through close supervision and the implementation of safeguarding measures. This includes a detailed risk record which is regularly up-dated and strengthens children's safety while they are in her care.

Young children thrive in the care of the childminder and play contentedly in her company. They have the chance to increase their independence while choosing from a selection of good quality toys and resources which are easily accessible to them from a well-stocked play room. Children are able to use the outdoor as an extension to their play, enjoying the time in sand and water. There is a high level of communication with parents which includes a regular coffee morning to discuss how children are progressing. The childminder has a flexibility which working parents appreciate. This has an impact on cementing a firm partnership for the benefit of the children. Although parents have the chance to contribute to how the childminder can improve her practice, a system for her to completely evaluate her practice, taking into account the views of all the children, has yet to be developed in order to fully identify all areas for improvement.

Children make excellent progress in their learning and development, which is enhanced by using high quality toys and resources that are in good condition. Young children have toys which help them develop skills such as role play and acting out such things as serving plastic play food to the childminder and making cups of tea. They dress in a chef's hat and apron which provides authenticity to their play. The childminder also gives children the opportunity to cook using real ingredients and equipment. Children delight in playing in sand and water. They learn simple science through stories such as Goldilocks and the Three Bears, by making porridge for snack, learning about the change from dry oats to a different texture when cooked and mixed with milk. The childminder's understanding of the Early Years Foundation regulation and requirements are supported by the type of detail retained on children's learning journals. Samples of children's work and their comments are added to the pages of the journal. This gives parents an indication of how children are progressing while in the care of the childminder. Although there are detailed plans for children's activities which are organized by the well in advance; these are mainly chosen by the childminder which does not regularly offer the chance for children to consistently develop the skill of identifying their own learning needs and being part of the planning process. Equality and diversity is well promoted through books, resources and activities which gives children a practical experience when learning about various cultures. an example of this is a visit to choose Chinese food from a menu and taste the different flavours using chopsticks.

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

Children are cared for in a very safe and secure environment. Frequent opportunities to use the garden as an extension to their play is offered to the children. This gives them the chance not only to have regular fresh air, but also to make a choice as to where they would like to play. As a result, young children are gradually developing their independence and confidence. Through the childminder's excellent example, children learn how to live a healthy lifestyle. They have the chance to choose what they would like to eat from a healthy menu. Young children learn how to prepare their own lunch made up of healthy choices; they grow their own vegetables which they enjoy to eat at meal times. Consistent hand washing routines encouraged by the childminder has enabled children learn how best to prevent the spread of infection.

Children learn how to behave and understand the effect their behaviour has on others through the childminder's firm but consistent approach. She has high expectations of appropriate behaviour, such as 'please and thank you' and gentle reminders enables young children to learn in a favourable way. Young children learn from an early age what is expected of them through praise and positive encouragement. They feel safe while in the care of the childminder who offers support with cuddles when young children are upset. Young children are interested in the resources provided which has an impact on developing their self-esteem. Children have the chance to learn a variety of skills for the future. This includes learning about re-cycling and the effect this has on the planet, they have firsthand experience of visiting the centre and disposing of paper and plastic appropriately. Children are taken to places of interest such as the zoo and the local arboretum where they hunt for bugs and mini-beasts using magnifying glasses and bug boxes. As a result, children are able to understand nature while learning through play.

Documents are provided for the safe and efficient management of the provision they are easy to read and reviewed regularly. The childminder makes the entrance hall to her home a welcoming place. Documents such as policies and procedures available for parents to read as well as legal information which includes the childminder's registration document and contact details for Ofsted in the event of a complaint or concern.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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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