

Inspection report for early years provision

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Inspection date	01/12/2010
Inspector	Sara Bailey
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 registered in 2007. She lives with her husband and four children aged 18, 16, 15 and 10 years in Galmington, Taunton, Somerset. The whole house is used for childminding.. There is a fully enclosed rear garden for outside play. The family have a large dog, a rabbit and gerbils all of which children have only supervised access to.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years old, three of whom may be in the early years age range, of whom one may be under one year of age at any one time. She currently has four children on roll, all of whom are in the early years age range.

The childminder is a member of the National Childminding Association and Taunton Deane Childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is extremely well planned, observed and assessed. Therefore children's individual needs are met effectively and they are enjoying and achieving through their exciting play opportunities. Most aspects of the welfare requirements are met really well, although an oversight with one item of documentation, whilst trying to maintain continuous improvement, has not been identified through the childminder's self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further children's observations and assessments to show the links to the six areas of learning, for parents to be fully informed about the benefits of all activities their children enjoy
- improve further the systems to monitor the effectiveness of documentation and systems to review changes

The effectiveness of leadership and management of the early years provision

The childminder has effective systems in place to safeguard children regarding child protection issues. She has attended training and has comprehensive policies in place which she shares with parents. She has evidence of household members' suitability on file and is proactive at informing Ofsted when each of her children

turns 16 to ensure they undertake Criminal Record Bureau checks. Her risk assessments of the home and for each outing are robust in order to further safeguard children. However, the childminder has recently changed the recording system for children's individual details and in doing so has thrown away previous written parental permission to the seeking of any necessary emergency medical advice or treatment she thought was duplicated. This has meant that as this is not now in place for all children, she is in breach of a specific legal requirement. The childminder addressed the weakness as soon as it was pointed out to her by contacting parents to come immediately to the setting and sign the consents, therefore the impact on children is low. This also shows a commitment to maintaining continuous improvement and an action is not raised. However, this oversight was not identified by the childminder through self-evaluation. The rest of the self-evaluation is a true reflection of the setting. In all other ways the childminder shows she is committed to improving outcomes for children and attends training to constantly update her knowledge and practice.

The childminder has positive partnerships with parents in all other aspects as she ensures quality two way information sharing through the use of daily diaries and comprehensive policies, although there is still a reference to the National Standards on the complaints log, which is out of date. The childminder works in partnership with other childminders to meet children's individual needs when they are together as a group. When children have attended other settings she has been proactive at attempting to share information and has passed on the child's learning and development records to aid the child's transition into the new setting.

The childminder promotes equality and diversity really well through everyday meaningful activities, resources and discussions. Children from all cultures and backgrounds are welcomed into the setting and their individual needs are understood and met very well. Boys and girls have equal access to all resources yet the childminder is aware through training that boys and girls may have different needs in how they learn and need to be supported appropriately. She also takes into account individual needs, likes and dislikes.

The childminder's deployment of resources is given the highest priority in order to support their play and learning. Furniture, equipment and toys are of high quality and suitable for all ages. The really well laid out spacious environment is effective in children's learning. There is a designated playroom for children to self-select toys from as well as free access to the rest of the ground floor for playing. The childminder prepares the areas prior to their arrival with activities to support their next steps in their development. The childminder supervises each area to a very high level to ensure the equipment and toys are used effectively and provide challenge. The childminder makes excellent use of local facilities and outings to further enhance children's access to quality resources and experiences.

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

Children relish their time at the childminder's. They are happy and fully engaged in all the lovely activities on offer. They enjoy playing with puppets with the childminder and then equally enjoy climbing into the box with the puppets and being covered over with them, giggling and playing peek-a-boo with their peers and sliding around the floor in the box pretending to be a car, learning new vocabulary such as 'beep beep'. Children love to be active playing in the tent and tunnel inside the home when the weather prevents them from being physical outside. Babies move around with ease on their tummies on the laminate flooring, exploring their surroundings and enjoy snuggling up with their peers in the tent. They learn how to share and take turns with the train set and show curiosity as to how the battery operated train moves around the track without touching it. They explore the dough with a variety of tools and develop their language skills at every opportunity. Children experience a wealth of learning through their regular outings. All of these are excellent skills for the future. Their achievements and progress towards each of the six areas of learning are recorded well and shared with parents. Starting points, development and next steps are clearly identified and photographs illustrate their enjoyment of activities. Although most observations are thorough, some spontaneous ones are not linked to the six areas of learning, which is a missed opportunity at sharing more knowledge with parents about their child's individual learning.

Children learn about healthy lifestyles from their everyday routines. They know their nappies need to be changed when dirty and that the childminder puts on gloves to change their nappies. They learn to wash their hands before eating and they benefit from liquid soap and individual towels to prevent the risk of cross infection. Children enjoy healthy snacks such as fresh fruit and breadsticks provided by the childminder and have easy access to their drink beakers throughout the day. Children have their individual dietary needs met really well and their routines respect and support parents' wishes. Children benefit from regular physical exercise and fresh air. Although not all children have written parental consent for seeking emergency medical treatment, they are protected by the childminder's clear understanding of procedures in an emergency and medication is only administered with written consent by parents.

Children learn about safety through planned activities and specialist awareness days organised by the childminder, to explore road safety and keeping themselves safe generally. They are involved in regular fire drills at their own childminder's and the homes of others they visit regularly as an outing. Children know the importance of babies being checked regularly whilst sleeping as the childminder explains what she is doing every five minutes or so. Children understand rules and expectations in order to keep themselves safe. For example, they learn not to climb on furniture or run on the laminate flooring.

Children learn about respect for others through the childminder's positive role modelling. Young children spontaneously say sorry when they cause a 'pile up' on the slide and offer toys back when they realise they should not have snatched

before the childminder can ask for them to do so. Children have a strong sense of belonging to the setting having their own pegs, highchairs and beakers and benefit from social occasions at mealtimes as three young children are all in highchairs to be able to interact at the same height. Children learn about diversity through inclusive practice.

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	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	3

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	2
The extent to which children adopt healthy lifestyles	3
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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