

Inspection report for early years provision

Unique reference number	EY272468
Inspection date	03/12/2010
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 2003. She lives with her husband and adult son in the centre of Taunton, Somerset. The whole of the ground floor is used for childminding and the first floor for bathroom facilities and sleeping children in the back bedroom. There is a fully enclosed rear garden available for outside play. The family has one cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered for a maximum of six children under eight years of age, three of whom may be in the early years age range at any one time, of these one may be under one year of age. There are currently three children in the early years age range on roll. The childminder supports children who speak English as an additional language. The childminder is a member of the National Childminding Association and local Childminding Associations. She has completed training in Developing Childminding Practice and Extended Childminding Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met really well through the childminders good knowledge of family situations and their individual learning and development. The childminders self-evaluation is an accurate reflection of her strengths and weaknesses as documentation does not sufficiently show children's progress towards the early learning goals. The childminder has not yet experienced working in partnership with other settings and works hard to promote positive partnerships with parents. She respects parental wishes regarding equality and diversity issues, but in doing so means evidence of how she promotes cultural awareness is limited.

What steps need to be taken to improve provision further?

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

- make regular ongoing observational assessments of each child's achievements and interests and use these to show progress towards the early learning goals and identify their individual next steps for development across all six areas of learning to influence planning further
- further promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for these helping children to learn to value aspects of their own and other peoples' lives

The effectiveness of leadership and management of the early years provision

The childminder safeguards children effectively through her good knowledge of safeguarding issues through recent training. This also shows a commitment to continuous improvement having updated her knowledge since her last inspection. The childminder conducts regular risk assessments of the home, garden and for each outing, which further protects children. No safety weaknesses are identified at inspection. She has addressed her recommendation from her last inspection well to reduce all potential hazards to children. The childminder uses safety gates and cupboard locks effectively. She also has a high lock to prevent children accessing the front room when it is used as a bedroom for her adult son.

The childminder has a wide range of resources, which are accessed in a variety of ways. Some resources are laid out for children's arrival, chosen by the childminder to meet their individual needs, likes and interests as well as a planned adult led activity to further extend their learning through play. Toys are stored effectively in a cupboard and in the lean-to for children to see and self select from. The childminder has some resources which reflect diversity although these are not obvious. She does support children with English as an additional language but as parents request she speaks to children in English there is limited evidence of how she has developed her own knowledge of children's individual cultures and how these are promoted to every child not just those to whom this applies in order to fully promote inclusive practice. A wide range of British and Christian celebrations are explored such as Poppy Day, Mothers Day and Christmas. The childminder has also introduced children to other religious festivals such as Divali. The childminder has booked on to a sign language course to improve communication with all children regardless of culture or disability. This shows further commitment to continuous improvement.

The childminder has not yet had to form partnerships with other settings as children do not attend any other early years provision. However, she has a full social calendar with other childminders and local networks in order to keep up to date with current issues and for children to socialize. She has regular support from the local authority. Partnerships with parents are very positive in many aspects with daily diaries for each child and all necessary documentation, consents and policies signed by parents for consistent care. The childminder works hard at maintaining her documentation as she has identified through self-evaluation that this is her weakness. There are some inconsistencies between the childminders knowledge of children's learning and their individual records of observation and assessment. Attendance registers have greatly improved since the recommendation raised at the last inspection, which shows how the childminder is driving improvement.

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

Children are very happy and settled at the childminders. They are confident and secure due to the positive relationships they have with the childminder and their peers. They know the routines and rules and boundaries, which result in well behaved, self-assured children who have fun in their learning. Boys and girls love to dress up in a variety of exciting outfits, such as a shepherd and a pirate, they dress up their doll in a princess outfit to be included in the play. Children benefit from choices, such as whether or not they would like to keep their outfits on for snack or not, rather than rigid rules to cramp their play. Children are inquisitive and challenged with a sinking and floating experiment activity planned to develop their problem solving skills and vocabulary, these are good skills for the future. They make guesses as to what will happen to a dry biscuit and corn flour when water is poured on them and they look at size with different shaped beakers and how much water they each need to fill up. Through discussion it is evident that the childminder plans a range of activities which cover all six areas of learning although the children's individual learning journeys are not a true reflection of this. There are some observations and assessments but few and far between for the length of time children have been attending. Although the childminder does not have to have this in writing the fact that she does means their starting points, progress towards the early learning goal and next steps which are recorded are not a true reflection of children's actual learning and development and gives mixed messages to parents. However, the childminders knowledge of their learning in general terms is well understood and planning meets individual needs generally. However, a lack of specifics about individual next steps means that the activity is sometimes pitched at the wrong level for all children who are participating in a group activity.

Children learn about diversity in some aspects but children's own cultures have not yet been fully explored. Some resources such as Dora The Explorer are used to discuss differences and similarities. Equality is promoted appropriately with boys and girls.

Children are safe within the setting due to effective supervision and discussion about how to keep themselves safe. For example, how to come down the stairs safely in a way that supports different ways they have learnt at home, such as on bottoms or walking. Children learn about road safety through planned activities with other childminders and regular fire drills at different houses. Children learn the dangers of throwing balls inside and respond quickly and positively to the childminders appropriate management strategy when children do this. For example, a firm 'No' to stop the unwanted behaviour and safeguard other children followed with a discussion about the dangers.

Children learn about good hygiene through established routines. For example, prior to snack they enjoy climbing up to the kitchen sink to wash their hands using liquid soap and individual towels. They wash their hands at the upstairs bathroom after using the toilet, with the same routine. They learn from the childminders good role modelling as she washes her hands after wiping children's noses and disposing of

tissues. Children make choices in their healthy snack provided by the childminder, each choosing a fruit from the fruit bowl to be chopped up and shared. Children's individual dietary requirements are well understood and met. Children enjoy daily opportunities to be active, either in the garden or out and about on visits. Children's accident and medication records show that they are well cared for.

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	2
The effectiveness with which the setting promotes equality and diversity	3
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	3
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	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	3
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