

Inspection report for early years provision

Unique reference number	EY357759
Inspection date	25/11/2010
Inspector	Julie Neal
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 July 2007. She lives with her partner and their two children in a semi-detached house in the Galmington area of Taunton, Somerset. Minded children have access to the ground floor, which includes a lounge and kitchen/dining room, and the first-floor bathroom and nursery. There is a fully enclosed outside area. Local amenities, including Parkfield and Bishop Henderson primary schools, are within easy walking distance of the premises. The family have pet rabbits.

The childminder is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The childminder may provide care for a maximum of four children under eight years at any time, no more than two of which may be in the early years age range. She is currently minding 6 children in the early years age group, who attend at different times. Overnight care is not provided. The childminder is a member of the National Childminding Association, and is working towards professional qualifications..

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well. Children make good progress towards the early learning and development goals, relative to their individual starting points. The childminder develops strong relationships with parents, which results in effective systems of sharing information that supports children's individual development. The childminder has developed good systems of self evaluation that clearly identify the strengths of the childcare provision and where there is scope for improvement. This results in well focused action plans that promote and sustain good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure records used to monitor children's learning and development are consistent in identifying how they will make progress towards the early learning goals
- ensure there is a system in place to show when risk assessments for outings have been reviewed to ensure children remain safe
- develop systems of sharing information with other providers of the Early Years Foundation Stage, where children attend more than one setting, in order to support consistency in promoting children's progress in learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. This is demonstrated in her effective safeguarding practice. The childminder shows good awareness of issues that may raise concerns regarding possible abuse or neglect, and has a clear understanding of how to act in order to protect children. Her written safeguarding policies are clear and informative and parents are provided with these, in order that they are aware of procedures that protect their children. The childminder records the presence of any visitors and ensures they are supervised at all times. Children are kept safe and secure. Risk assessments of the childminders home, garden, and all resources and equipment are extremely thorough. These are supported by detailed daily, weekly and monthly health and safety checklists that ensure risk assessments are frequently reviewed and kept up to date. The childminder has an extensive range of resources and equipment appropriate to all ages and stages of development. The childminder reviews how these are organised and made accessible to children, taking account of any potential hazards for different ages. Regular safety and hygiene checks ensures all toys remain suitable for children's use. Risk assessment documents relating to outings are also detailed. However, the childminder has not updated some of these to reflect changes that she has made to her good safety practice to meet the changing needs of children. For example, some very young children are now walking confidently and choose not to stay in their buggies for the duration of an outing. The childminder has good routines in place to ensure that these children can walk safely alongside her, but this has not been consistently shown in her records. Overall, documentation is well maintained. Individual children's records include all required information, and identify any specific health, dietary, and cultural needs. Any accidents or incidents to children, and any medicines administered are recorded clearly. The childminder keeps written policies and procedures, which are reviewed and updated regularly, and parents are provided with these.

The childminder evaluates her practice well. Her self evaluations include feedback from parents and children, and identify clear aims and objectives that lead to improved outcomes for children. For example, she has attended training to update her safeguarding knowledge. She has developed her knowledge of how to develop activities with children in specific areas of learning, such as problem solving, reasoning and numeracy. The childminder identifies that, as yet, she has not established an effective system to share information with other providers of the Early Years Foundation Stage, where children attend more than one setting. However, she has made efforts to establish initial contact with these other providers. Children enjoy an inclusive setting where the childminder promotes children's awareness of difference and diversity, and of the wider world around them. Children enjoy stories about people in other places, and these are used as the starting point to explore lifestyles and customs around the world. For example, a story about a child going to buy some fruit resulted in children tasting the fruits in the book. They looked on a globe to see the country where the story was set. They talked about different types of clothes, and learned about some of the traditional festivals celebrated.

The childminder develops very good relationships with parents. She respects their wishes in regard to the care of their children, and ensures she gains detailed information from parents in order to ensure each child's individual needs are understood and met. Parents are kept well informed about their children's daily routines, and the activities in which they take part. These good partnerships with parents ensure the rapidly changing needs of babies and very young children as they grow and develop are supported very well, and ensure consistency with home routines.

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

Children's welfare is promoted well. Children benefit from a well organised, clean and safe environment where good daily routines ensure they can play without risk. Children learn to conduct themselves safely within the childminder's home, and when enjoying walks in the local community. For example, children learn about road safety on their daily outings, and how to use crossings in order to remain safe. The childminder plans very well to ensure children have a good understanding of her emergency evacuation procedures, and the importance of acting in a safe manner. For example, children learn about the dangers of fire through stories and the childminder ensures they are familiar with the sound of the smoke alarm and what this signifies. Children also learn that there may be times when the smoke alarm does not sound, but they still need to evacuate the premises.

The childminder ensures that parents are well informed about the procedures she has in place to support the health and welfare of their children. For example, effective sickness procedures combined with good hygiene practice ensures that children are protected from the risk of illness and cross infection. Children are supported well as they learn to manage their own personal needs. Children learn the importance of routines such as washing hands before meals and snacks, and the childminder ensures they have resources such as liquid soap and disposable towels that further reduce the risk of possible cross infection.

Children enjoy healthy meals and snacks. Parents provide packed lunches and support the childminder's healthy eating policy by ensuring that food is suitably nutritious. The childminder provides additional fruit, and water to drink. Children take part in activities that raise their awareness of foods that are good for them. For example, using play foods to 'make' a healthy meal containing different vegetables and fruits. Physical activity is promoted well with children. Daily walks in the local community provide exercise as part of everyday routines such as going to the shops and school. Frequent visits to local parks, as well as use of the childminder's garden, provide children with opportunities to stretch their muscles and enjoy energetic activity such as ball games, and to develop confidence in using large apparatus.

The childminder plans well to ensure children make good progress towards the

early learning and development goals, relative to their starting points. She uses her good understanding of how children learn through play to provide a variety of activities that promote individual development in all areas of learning. Children enjoy a good balance of adult led and child initiated activities. The childminder uses her observations well to identify how children are progressing, and to prioritise learning objectives. Records of children's progress are well presented and provide a clear picture of how each child has achieved their current stage of development. However, although the childminder has well focused plans to promote each child's progress, these next steps in their learning are not consistently identified in children's individual records.

Children are happy and confident. They are eager learners who are keen to explore and investigate resources and activities. Children's developing communication skills are very well promoted through the childminders ongoing interactions with them. For example, a simple game of rolling coloured balls to each other is used most effectively to encourage very young children to identify and name each colour, and to count to three with the childminder as they take their turn. Children understand that there are alternatives to verbal communication because they learn to use simple sign language from a very young age. Children enjoy 'sign and sing' sessions, and also benefit using signing to support the spoken word in everyday contexts. For example, at snack time children say please and thank you, and ask for a drink, using signing as they speak. Spontaneous activities imitated by children are used well to extend their learning. For example, children have selected a 'magic' water pen that makes marks on a special mat. They manipulate this well as they select, identify and draw round a variety of shapes. The childminder develops this by suggesting they draw round their own and each others hands, counting the numbers of fingers, and identifying who has bigger and smaller hands. Children are well behaved. The childminder promotes good behaviour through providing children with ongoing praise and encouragement for their efforts and achievements. This results in children having good self esteem and being eager participants in activities. Children show they feel secure with the childminder in their warm and affectionate interactions with her. For example, children spontaneously hug the childminder, and enjoy a cuddle with her as they read a story together.

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