

Inspection report for early years provision

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Inspection date	21/01/2011
Inspector	Karen Prager
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 1999. She lives with her three adult sons in Lyneham, Wiltshire. The whole of the childminder's home is available for childminding, and there is a fully enclosed garden for outside play. The childminder attends the local parent/toddler group and takes children on outings. The family has two dogs and two cats.

The childminder is registered to care for a maximum of six children of whom three may be in the early years age range. She is currently caring for three children in this early years range. She also cares for older children. The childminder walks to the local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. They are happy and settled and demonstrate a strong sense of belonging in the childminder's home. The childminder provides an inclusive service where each child is valued and their individual needs are known and met. The childminder has a high regard for children's safety and positive partnerships are in place with their parents and others involved in their care and education. Systems used for self-evaluation are under development but the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- complete planned safety measures in the rear garden in order to increase opportunities for outdoor play
- develop systems of self-evaluation to prioritise areas for further development, how and within what timescale these will be implemented and how the impact on the children will be monitored and assessed.

The effectiveness of leadership and management of the early years provision

The children are kept safe as safeguarding is given a high priority. The childminder ensures that all who live in the home are suitably vetted. The childminder has developed a strong set of policies and procedures which are given to parents when their children first start attending. This ensures that all are aware of what to expect. A clear record of risk is maintained and updated when additional risks are

identified. The home is organised with the needs of children in mind. Gates are used to ensure children do not access some areas of the home without supervision. As children grow they are given more independence, for example, when climbing stairs.

The childminder regularly reflects on her practice and considers how she might improve the outcomes for children. Children demonstrate that they are happy in her care and parents speak highly of the service they receive. The childminder demonstrates a drive to improve and regularly meets with a local support worker; together they identify areas to improve and these are quickly acted upon. This ensures that the quality of provision continues to improve. However, this system is not yet well established.

Children receive a good quality of care because the childminder establishes strong partnerships with parents. She ensures all relevant information is obtained at the start of the child's placement. Ongoing information is shared through discussion on a daily basis and the childminder builds a clear picture of the children's achievements and areas for development. The childminder also liaises regularly with other settings that the children attend to ensure that activities complement their ongoing learning.

The childminder is focused on helping all children make good progress in their learning and development, and promoting their welfare, and she is able to demonstrate how she does this. She provides a welcoming and inclusive environment where children play with confidence. Resources are freely available within the home which promotes child-initiated learning, though the garden area is being developed and is not currently used for outdoor play. Activities are well chosen to support children's learning and development and the next steps in children's learning journey are identified to help support their progress towards the early learning goals.

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

Children are clearly happy and settled in the care of the childminder. They have good relationships with the childminder and her family and show they are secure in the presence of others who are not known to them. Children make good progress towards the early learning goals. They also make good progress in developing the qualities that enable them to take responsibility for small tasks and develop skills for the future. For example, an older child offers to put a baby's bottle in his bag. Children are encouraged to try to take their own shoes off, with help offered when needed. The childminder matches activities to children's interests and abilities based on sound observations and knowledge of the children. The childminder's positive relationship with the children builds their self-esteem and they learn to express what they want. She chats cheerily to them as they play, and they discuss what they have seen this morning. A child can say that the grass was making a crunchy noise because Jack Frost had been and made it icy. On waking, young children are welcomed with a smile and a warm hug and they sit on the

childminder's lap till they are ready to explore the toys. They play contentedly on their own and with others and demonstrate a good level of behaviour. Children learn to respect others, for example, they know that a child has a favourite seat when they watch television. Children rearrange the chairs to make a train. They then settle on a chair with a book pretending that they are going on a journey. Another child settles with a book under the table and yet another shares a book with the childminder. She talks to the children about what they can see and they look for the numbers on each page.

Children start to learn about leading a healthy lifestyle. They come to know that they must wipe their hands before they eat and are familiar with the hand washing routine in place after they go to the toilet. They enjoy using the automatic soap dispenser and older children know to put their paper towel in the bin after use. The childminder liaises with parents to ensure that children are offered food that they like. Children's snacks are provided by the childminder. They help in preparing this, for example, they wash the grapes carefully, shake off the drips and place them on a paper towel to dry. They count out how many they would like and place them in their bowls. They know which cup is theirs to use and this is kept ready in case they become thirsty. Regular walks around the locality and visits to the park provides children with valuable opportunities for fresh air and exercise and assists them in becoming familiar with the wider community. Children start to gain a good understanding of how to keep them safe. For example, they hold the rails as they climb the stairs and discuss what to look out for when crossing a road.

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	2
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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