

Inspection report for early years provision

Unique reference number	EY415017
Inspection date	27/01/2011
Inspector	Susan Scott
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.

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 has been registered since 2010. She works with another childminder at her co-childminder's home in Marden. The ground floor of the co-childminder's house is used for childminding with access to an upstairs bedroom for sleeping babies. There is a large rear garden for outside play.

The childminder is registered to care for a maximum of five children at any one time of whom three may be in the early years age group. When working with another childminder they may care for a maximum of 10 children of whom six may be in the early years age group. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. A total of eight children are minded by the two childminders working together, six of these are in the early years age range and all are minded part time.

Schools, pre-schools, toddler groups, shops and parks are nearby and the childminder delivers and collects children from these. The co-childminder's family has a pet rabbit. The home is readily accessible with parking in the drive and downstairs toilet facilities. The childminder attends the local childminder support group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children receive a good service which is adapted to meet their individual needs. They feel happy and secure at all times in the safe, suitable home environment and enjoy a good range of activities which support their individual development well. The childminder is continuing to develop the system of planning which is based upon her accurate observations of children. She ensures that all children make good progress, given their age, ability and starting points through her partnership with parents other providers of care. She provides a service which is responsive to the needs of every child in her care and supports close relationships with parents. The childminder is keen to develop and promote the welfare of all the children further through training and self-evaluation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation) (also applies to the
compulsory part of the Childcare Register)
- 12/02/2011

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

- further develop use of systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development

The effectiveness of leadership and management of the early years provision

Children's care and learning is effectively promoted because the childminder has spent time familiarising herself with the Early Years Foundation Stage requirements (EYFS). She has a clear understanding of her responsibilities to safeguard children's welfare and has developed a variety of procedures and safety measures. However, the register is completed with the times children are due to leave before they depart, which means it is not accurate at all times. This is a breach of a specific legal requirement. Children are protected by the childminder's good arrangements for supervision as she works with her co-minder and they split responsibilities effectively to ensure children are always well supervised and have constant support for their activities. The record of risk assessments has been completed recently and hazards have been made safe. For example, the wood burning stove is made inaccessible to children if it is used.

The childminder holds a valid first aid certificate, enabling her to provide appropriate first aid treatment for children in her care. She has enrolled herself to attend training on observations, assessments and planning for the EYFS. This enables her knowledge to keep up to date. The childminder is committed to providing a good quality service through ongoing training and building upon the expressed views of parents. She uses her experience and knowledge to deliver an enjoyable and interesting experience for all children. The childminder continuously develops her practice by extending the range of play experiences she can offer to children and uses this to develop the interests and skills of children in her care.

There are systems in place to evaluate and monitor the service offered to families and their children and the childminder welcomes feedback from parents. The childminder is a reflective practitioner and is able to identify improvements and how to accomplish these. For example, the childminder is planning a further ways in which she can extend the children's play in the garden by re-organising the playhouse. A good range of attractive resources are available for children and these are plentiful enough to promote children's free choices in all types of play and learning. The childminder shares responsibility successfully when working with her co-minder so that children are constantly supervised and routine tasks such as making lunch and supporting good hygiene practice are effectively promoted. This enables all children to be well supported and extend their enjoyment, play and learning.

Good partnerships with parents and successful procedures to share information with them supports the needs of individual children who are cared for. The

childminder is sensitive to the needs of individuals. For instance, understanding the need to promote the inclusion of children who speak English as an additional language as she is obtaining books to reflect children's home language to ensure they experience a welcoming service. The childminder is committed to providing a good quality service through building upon the expressed views of parents. For example, the menu is printed and displayed so that parents can comment on this and they are encouraged to provide full information on children's dietary needs and preferences during settling-in visits. The childminder is keen to encourage parental contributions to her service and has good systems in place to share information about children's progress and the experiences they have in her care. For example, there are contact books used which parents write a good amount of helpful information in. Children who attend school are well supported as the childminder is well known to the staff there. She has planned to use contact books with the pre-school to ensure good contact and maintain positive relationships. This ensures children are supported well and their experiences here supplement those they have at school or pre-school.

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

There is a developing system for recording regular assessments of each child's progress in every area of learning. The childminder notes her observational assessments of children during their play and discusses these with her co-minder who makes notes of this in children's individual files. Children's next steps are discussed and noted, mainly by the co-minder and the childminders make a joint plan to provide opportunities to address these through interesting activities. A good amount of progress is achieved through spontaneous play which is well supported by the childminder. For example, she helps children organise their imaginative play by providing suggestions and appropriate resources to extend this, such as using a toy cash register.

Children's understanding is supported by the childminder's good observation of their interests, and her sensitivity to their needs. All the children experience a gradual settling-in process when they visit with their parents. The childminder uses the information she gathers about what they enjoy and the knowledge and skills they have to ensure they settle well and feel secure.

The childminder takes good steps to keep children safe and teach them an understanding of safety. Emergencies are discussed and children learn how to summon help and where to wait in safety. Children learn about the fire blanket and extinguisher and how to use these if they ever need them. Babies and toddlers sleep upstairs and the childminder checks them regularly to ensure they sleep soundly and takes them downstairs when they wake. Children are encouraged to develop hygienic habits by washing their hands before they eat and after using the toilet. They develop an understanding of healthy eating because the childminder ensures that food and drinks provided meet their individual requirements and preferences. Children have a balanced diet, eating food such as gnocchi, cold meats and fresh vegetables for their lunch. They have constant access to drinks of

water and enjoy snacks consisting of varied fruit and occasional plain biscuits.

Children benefit from the childminder's skilful participation in their play and her praise and acknowledgment of their skills. They develop their skills by experiencing a wide variety of play and learning. For example, they are encouraged to be active learners and extend their creative skills by manipulating and exploring different types of dough, sometimes mixed with sand. Children enjoy imaginative play with dolls and use a toy cash register, extending their understanding of real life situations through this. They develop their understanding of numbers through discussions about the numerals that are displayed on the cash register and they learn to count when playing pretend games. Children made sock puppets recently, decorating these imaginatively and some children continued this activity at home as they enjoyed it so much. Children like to cook and have enjoyed celebrating festivals such as Christmas by making mince pies. They enjoy a wide range of varied art and craft activity which the childminder plans well and uses to promote their skills.

Children's development and understanding is further supported by events such as quizzes organized as a competition between teams: questions encouraged them to find items in the garden and supported their understanding of the natural world. They enjoy the opportunity to play in the garden and organize the playhouse and take part in a variety of outdoor visits when they can participate in vigorous physical activities such as, running around at the pinetum. Children have also enjoyed sledging to the local farm to go and see the animals. They benefit from learning about their local community by visiting various places such as, the toddler club and the museum.

Children make independent choices in their play and the childminder encourages them to communicate freely, using very appropriate language and providing vocabulary to develop their skills. They like to share books and benefit from the childminder's encouragement to look at these and comment on the stories. The childminder extends the thinking of young children by discussing the wildlife in the garden and helps older children identify different species. Children experience very good opportunities to build upon their social skills as there are several children of differing ages who are cared for by the childminder and her co-minder and this enables them to develop their understanding of how to take turns.

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

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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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 12/02/2011