

Inspection report for early years provision

Unique reference number	EY335694
Inspection date	08/02/2011
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 registered in 2006 and is a member of the National Childminding Association. She lives with her partner and children aged twelve, ten, eight and three years old, Wick, South Gloucestershire. All areas of the property are available for childminding though children spend their time downstairs. There is a fully enclosed garden for outside play. The childminder may care for three children under eight years at any one time including three within the Early Years age range. There are currently nine children on roll including one in the Early Years age range who attends on a part time basis. The childminder takes and collects children from school. She makes use of community facilities including parks and shops. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a warm and relaxed environment where they show that they are settled and content. The childminder is suitably supportive of children's individual needs and organises activities so that all children can be included. Children are provided with a good range of play activities that take account of their individual interests and helps them make satisfactory progress overall. There are effective links with parents which ensures that children's welfare needs are met; however, the childminder has neglected to implement some requirements of the Early Years Foundation Stage. The childminder has started to evaluate her provision and has identified some areas for improvement, so overall, is suitably placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to monitor and evaluate the children's welfare, learning and development and the improvement of outcomes for children
- continue to develop the assessment system by pinpointing children's next steps in learning against the early learning goals
- create a stimulating outdoor environment that is easily accessed throughout the year

The effectiveness of leadership and management of the early years provision

The childminder has organised her home to be a welcoming and safe place for children. She is clear about the steps to take should she have a concern about a

child in her care. The childminder is aware of the need to inform Ofsted of significant changes, for example, she has recently informed notified Ofsted regarding a change to persons living in the home. She closely supervises children and ensures that they are not left alone with anyone who has not been cleared as suitable to work with children.

The childminder identifies and assesses risks to children properly both in the home and for outings and minimises these. These risks are recorded and updated as necessary. The childminder has developed a set of policies which are shared with parents to ensure they are familiar with the care their children receive. Children's personal details are recorded and accessible. The childminder has successfully addressed the recommendations raised at the previous inspection demonstrating an appropriate commitment to improving the care she provides. She liaises with the local development worker and has acted appropriately upon advice given to improve her practice. She reflects on her childcare practice. This has helped her identify some areas for development to improve outcomes for children, such as increasing her knowledge of the Early Years Foundation Stage framework; however, evaluation is not appropriately rigorous and some weaknesses are overlooked.

The childminder's home is clean and well maintained. She has arranged her home to be welcoming to children and parents. Notices are placed in the entrance area providing essential information and reminders. Resources are arranged in low boxes on the living room floor to be easily accessible for the younger children cared for. There is a fully enclosed garden that is suitable for outdoor play, though this is not regularly used.

The childminder has built very positive partnerships with parents. Parents speak well of the childminder stating that they feel she is doing a really good job and commenting on how well they feel their children have settled. The childminder talks with parents daily to ensure that she is kept up to date with issues concerning children's welfare and development. The childminder respects parents' wishes and meets children's needs appropriately, promoting equality and diversity suitably. A daily diary is shared with parents to further support this. The childminder is aware of the benefit of sharing information with all other settings that children attend, to support continuity in their care and development.

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

The childminder has a developing understanding of the learning and development requirements of the Early Years Foundation Stage framework. She conducts regular observations and assessments on the children and clearly notes what she sees, and has started to consider the next steps to lead children forward. These are usefully shared with parents ensuring that they are involved with children's development. As a result children are making sound progress in their learning.

Children settle quickly with this childminder as they receive a good level of support

to do so. There are warm interactions between the children and the childminder and she shows appropriate care and concern for the children. Children start to learn about keeping themselves safe through participation in evacuation drills. When out walking with the childminder they hold her hand. They enjoy visits to local parks and meet other children when on outings. Children start to make links between real life and play, for example when the childminder goes to prepare food they find the toy kitchen equipment and fill a bowl with play food. They explore the world around them. They find the animals that go in the toy farm. The childminder offers appropriate support commenting aloud on what the children are doing, naming animals and making appropriate noises. Through activities such as this children are developing an increasing vocabulary. The childminder supplies crayons for the children to make marks with and they develop their motor control transferring crayons in and out of the tub. The childminder starts to count, saying 'one' and this is quickly followed by a child saying 'two' clearly demonstrating a developing understanding of number. Children help to tidy away toys when it is time to eat, thus developing good skills for the future. Children enjoy singing songs and rhymes thus developing their listening skills, which provides a suitable basis for future learning.

Children are beginning to learn appropriately about healthy lifestyles through routine procedures. The childminder supports children when washing their hands before eating and uses hygienic procedures when changing nappies. Children mostly eat food provided by their parents and the childminder discusses children's developing needs and interest in food with parents. Children have regular access to fresh air and exercise when they go for walks around the locality and visit parks and woods.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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