

Inspection report for early years provision

Unique reference number	EY290009
Inspection date	17/03/2011
Inspector	Catherine Sample
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 was registered in 2004 and lives in Frome, Somerset, with her husband and their three school-age children. All areas of her home are used for childminding purposes. There are enclosed front and rear gardens that are available for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight years, of whom three may be in the early years age group. When she is working with an assistant, she may care for seven children under eight years, of whom four may be in the early years age group. She is currently providing care for a total of nine children who attend for various different sessions, of these seven are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's welfare and learning are promoted well and they are safe and settled in this welcoming environment. The childminder works closely with parents to ensure that she understands their wishes and can meet children's unique needs. She supports all children, whatever their background or stage of development, to take part in activities and fulfil their potential. She informally reflects on her practice and takes positive steps to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop systems to maintain a regular two-way flow of information with other providers

The effectiveness of leadership and management of the early years provision

Children benefit from the attractive learning environment. They enjoy playing in the bright and welcoming purpose-built playroom which has direct access to the garden. Resources are stored in low boxes to ensure that they can access them easily. The childminder has a good understanding of safeguarding issues. She understands the possible indicators of abuse and knows what to do if she suspects a child is at risk of harm. She makes full risk assessments for her home and for

outings which ensure that children are kept safe at all times. She also takes positive steps to protect them from unvetted individuals, such as ensuring that her assistant is present if any workmen visit the house so that children can be fully supervised. She informally evaluates her provision and has made improvements to her practice, such as developing the ways in which she records observations of the children. However, her monitoring systems would benefit from further development which would allow her to identify more areas for improvement. This would enable her to further improve outcomes for children.

The childminder knows children's backgrounds and individual needs well and this allows her to take positive steps to help all of them make progress. Positive relationships between the childminder and parents ensure that information about the children is shared effectively and that both are involved in strategies, such as using sign language to help young children communicate. The childminder uses frequent discussion, contact books and learning journeys to ensure that parents are fully involved in their children's care and learning. Parents are encouraged to share their observations of their children's achievements which helps the childminder to assess each child's overall progress. The childminder has established relationships with some other providers but this is inconsistent. She shares information with some that are willing to do so but has found it hard to engage others in partnership working to ensure consistency in children's care and learning.

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

Children are developing a good awareness of how to stay safe. The childminder regularly talks to them about safety issues, such as how to use the slide safely and why they should not put knives in their mouths, which helps them learn to recognise risks and take steps to keep themselves safe. They are learning about healthy lifestyles as they go to the greengrocers and choose what fruit they want to buy and taste. They follow good hygiene routines and talk about rubbing the soap in when they wash their hands to get rid of germs. They enjoy regular exercise in the garden and local parks and have recently chosen a basketball hoop as a new outdoor toy.

Children have good relationships with one another and enjoy playing together in a variety of activities. They explore creative materials as they take part in sponge and hand painting and the childminder provides opportunities for them to feel different textures, such as jelly and spaghetti. They enjoy role-play indoors and outside as they pretend to make tea and serve ice creams. They use electronic toys that develop their awareness of technology and are learning early numeracy skills as they count how many animals they have and talk about shape and size. They are learning about the world around them. They go to visit the horses at the stables and are growing sunflowers which helps them learn about nature. They are also developing an awareness of wider society. They see positive images displayed in the playroom, such as a road safety poster featuring an Asian child, and play with resources that include small world figures that have different skin colours and

use wheelchairs.

The childminder provides plenty of support and encouragement for children. For example, she praises them for correctly identifying different animals and encourages them to develop independent skills, such as putting on their own wellington boots. She knows them well and makes regular observations of their progress. She links these directly to the different areas of learning and uses them to identify the next steps that each child needs to take. She uses this information to plan for their unique learning needs and also takes positive steps, such as working on a one to one basis with older children while toddlers sleep, to help them make further progress in all areas.

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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