

Inspection report for early years provision

Unique reference number	EY349218
Inspection date	16/03/2011
Inspector	Mary Daniel
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 has been registered since 2007. She lives with her partner and three children aged 13 years and twins aged two years in a detached house situated in Midsomer Norton, Somerset. Children have use of a lounge, kitchen/diner downstairs and a bedroom for sleeping and bathroom facilities upstairs. There is a fully enclosed outdoor play area at the back of the house.

Ofsted have registered the childminder on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children aged under eight years, of whom one may be in the early years age group at any one time. There is currently one child on roll in the early years age group. Overnight care is not included within the registration.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in a safe and secure environment and are welcomed by the friendly childminder, who provides each of them with a range of exciting play resources and experiences that overall effectively support them in making good progress in their learning and development. The childminder gets to know their particular individual routines very well through her ongoing liaison with their parents, and continuity is effectively promoted in most areas of their well-being. The childminder is self-reflective of her practice, which helps to promote ongoing improvement in most aspects of the provision.

What steps need to be taken to improve provision further?

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

- develop the systems of working in partnership with parents to promote further the ongoing sharing of information on all aspects of children's learning and development
- develop hygiene procedures to consistently help in preventing the spread of infection, with particular regard to nappy changing routines
- develop the organisation of toys and resources to broaden children's choices and enable them to select and use these independently

The effectiveness of leadership and management of the early years provision

Children's welfare is managed very well as the childminder has a good awareness of child protection issues and procedures to follow any concern arising. She attends relevant training and takes a sensible approach to managing any concerns

in liaison with appropriate agencies. Children's safety is promoted through the clear risk assessments completed for the premises and any outings undertaken. These are reviewed regularly, for instance before each outing and any issues identified are noted and monitored. Children like to explore the variety of colourful toys and games, which encourage their interest in play. Most toys and games are accessible to all children, but although the childminder talks to children about other available resources, their independent access to those stored elsewhere is not fully promoted. Children are treated equally and the childminder actively recognizes each child as an individual and follows their particular routine, which helps them feel secure knowing their needs will be met. The childminder is aware of the importance of forming links with other agencies involved in children's care, although currently there are no children on roll who do so.

The childminder forms friendly, professional relationships with children's parents and respects any wishes about their child's welfare. For example, she obtains their written permission for taking their child in her car or on outings. As a result, there is consistency in children's care, although systems to share more information on their developmental starting points and ongoing achievements are not clearly established. Ways of evaluating the provision offered have been implemented, which helps to identify areas of practice which are working well and these are being further developed to clearly identify all areas for development. A recommendation set at the last inspection related to developing resources reflecting disability. This has been addressed through the childminder's contact with associated groups, which enabled her to source resources and images to raise children's awareness of those with particular needs. This shows the childminder actively develops her provision and she continues to attend relevant training sessions as she is keen to maintain ongoing improvements to promote outcomes for children.

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

Children have great fun in their play and enjoy their time with the childminder. For instance, they become totally absorbed in a play dough activity and concentrate very well as they squeeze, push and pull the play dough into pieces. They carefully use a variety of tools and cutters to experiment with shape, size and pattern. For example, as they push hard on the shape maker and then show great delight as they see the star or spaghetti pieces emerge. This helps to build up their small muscles and helps them to see how things work. Children share the toy scissors and knives with their friends to cut and make marks in the dough, and listen as the childminder talks about the big and small pieces that result. Consequently, this activity also promotes children's early mathematical understanding, their colour recognition and early mark making skills. Observations of children's achievements are made, which helps the childminder in planning further meaningful activities based on their interests. This system is now being established further to ensure children's next steps of development are clearly identified for all areas of their learning. Children like to meet up with their friends and often visit different toddler groups. They become involved in exciting creative activities at these groups, such

as making a beautiful rainbow picture using sand, glue and paint. As a result, these experiences provide children with good opportunities to explore texture and colour in meaningful ways. Children enjoy their singing sessions with their friends, where they sing favourite songs such as 'the wheels on the bus' or 'wind the bobbin up'. This helps to develop their language and communication abilities and effectively promotes their socialization skills as they play happily with their peers. As a result, children are starting to develop the necessary skills and interest in learning, which helps to provide a sound foundation for future development.

Children are effectively encouraged in keeping themselves safe as the childminder talks to them about possible dangers during their daily routines. For example, when out on walks they begin to learn about stopping, listening and looking for cars. Children's physical development is promoted very well as they visit a soft play centre and climb, crawl, roll and jump across the different padded areas. This gives them fun opportunities to use up their energy safely. Children enjoy their walks, such as to a local play park. They often go to see the ducks which live by the nearby stream and like to sing 'three little ducks went swimming one day' to them. Consequently, children benefit from being out in the fresh air and also observe their natural world. Children play in a clean, comfortable home and overall suitable hygiene routines are implemented. The childminder wears disposable gloves when changing nappies, although nappy changing mats are not always wiped after use, which leaves some risk of cross contamination. Children enjoy healthy snacks, such as bananas, cucumber sticks or pieces of tomato and are encouraged from an early age to clean their teeth after their lunch. This helps them develop a clear understanding of keeping themselves fit and healthy. Children behave very well as the childminder keeps clear, consistent and age appropriate boundaries. She knows children very well as individuals. This helps her recognize how to promote each child's way of learning and she supports them very well using gentle humour, lots of positive reinforcement and reassuring language. This effectively boosts their self-esteem and helps them feel valued and they are settled and content in her care.

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	3
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	3

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	3
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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