

Inspection report for early years provision

Unique reference number	118361
Inspection date	07/04/2011
Inspector	Debbie Starr
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 1999. She lives with her husband and two teenage children in Pill, North Somerset. Childminding take place primarily on the ground floor. There is a fully enclosed garden for outside play. The family has pet two dogs and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range when working on her own. When working with an assistant she is registered to care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is currently caring for nine child within the age range of the Early Years Register and five children within the age range of the compulsory part of the Childcare Register and four children within the age range of the voluntary part of the Childcare Register. All children attend on a part time basis. The childminder makes use of local facilities including toddler groups, library and parks and takes children to and collects from local schools and nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively identifies plans and meets the individual needs of children in her care, enabling her to promote their welfare and development well overall. The childminder's good knowledge and understanding of how children learn enables her to ensure they make good progress in their learning and development. Highly positive partnerships with parents and other early years providers ensure continuity in children's care, learning and development. The childminder demonstrates a strong commitment to continuous improvement. Generally effective self-evaluation enables the childminder to target well-chosen areas for development to bring about further improvement to the provision. However, this has failed to identify one breach of the specific legal requirements.

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of children's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (safeguarding and promoting children's welfare)

09/05/2011

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

- practise evacuation procedures with all children to ensure their safety
- make better use of the process of self-evaluation to ensure procedures are fully effective and support outcomes for children.

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure all adults in the household have undergone suitable vetting procedures. The childminder's good knowledge of child protection issues and understanding of the procedures she should follow if she has a concern about a child ensures arrangements for safeguarding children are robust. Comprehensive risk assessments on all areas of her home and outings and well considered review of risk; for example, security on entering the premises and a recent visit by fire officers, ensure children are cared for in safe and secure environment where hazards are clearly identified. Most required records and documentation are well maintained, organized and shared with parents. Children's health needs are given a high priority overall. However, written parental permission for emergency medical advice and treatment has not been obtained for all children. Therefore all children are not fully safeguarded at all times. This is a breach of the statutory requirements. Children easily access a wide range of high quality toys and resources that support their play and learning and reflect their interests. Frequent visits to local places of interest such as, toddler groups, parks and library promote children's awareness of their local community. The childminder has a good knowledge of individual children's backgrounds and needs overall. Children's understanding of diversity and the wider world is promoted well through a wide range of resources and well planned regular activities both within her home and at a local childminder group.

The childminder clearly demonstrates a strong commitment to her continuous improvement through effective self-evaluation that is well targeted in most areas of her practice. She is committed to developing her understanding of early years through training, discussion with other providers, advice given by the local early years advisor and views of parents. For example, training undertaken to develop and improve her understanding of the assessment process for children's development has had a significant impact upon her evaluation of children's achievements and identification of their learning priorities. As a result, the outcomes for children are good. Recommendations from the last inspection have been addressed fully. Future areas for improvement are clearly identified through her use of the Ofsted self-evaluation form and local authority quality planner. These include the extension of resources in the garden to enhance children's imaginative play.

The childminder builds highly positive relationships with parents. They are well informed of her practice overall through discussion, written policies and procedures and clear display of information such as the Ofsted contact number, menus and training certificates. Parents are well informed about all aspects of their own

children's achievements and development through frequent discussion, access to written observations and future planned priorities in learning. Parents engage in an active exchange of information about their children's interests, achievements and progress. Partnerships with other early years providers that children attend are effective. Information is regularly shared and used to promote children's achievements and well-being.

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

Children are secure, happy and confident at the childminders because she knows the children well and meets their individual needs. Children make good progress because the childminder uses her observations of what children know and do to effectively identify and support their individual next steps in learning. Focused discussion with parents alongside observations when children first commence ensures that they make good progress in relation to their starting points and capabilities. The childminders interaction supports children's learning and development ensuring they are stimulated and intrigued by resources and activities that reflect their interests. For example, children's interest in favourite characters is used effectively to promote learning. Children are supported well to develop skills using a computer and printer to make choices from a range of pictures for colouring. They use the key board to access information and understand what they need to do to reproduce these and how the printer works. They select felt pens and mark make with good control as they colour the pictures in. With the good support of the childminder they start to write recognisable letters and to link sounds. Children demonstrate good concentration when creating a jewelled crown using a wide range of sparkly shapes. They observe the world around them and recognise similar shapes in everyday items. Children are intrigued by new toys such as a castle, they eagerly explore the range of small figures and with support develop good problem solving skills as they work out how to make the drawbridge work. Children are very sociable and engage confidently with all those around them. They create and offer a wide range of imaginative and complex food using authentic props such as, metal pans and baking trays.

Children develop an understanding of good healthy lifestyles through daily opportunities to be in the fresh air either on local walks, outings or in the garden. Visits to local parks extend opportunities for physical play. Children effectively manoeuvre sit and ride toys inside and are eager to play in the garden. For example, they enthusiastically attempt to catch bubbles and develop throwing skills when aiming at skittles. Children enjoy healthy, nutritious and balanced snacks and meals and access drinks freely throughout the day from their own drinking cups. Children demonstrate a good awareness and understanding of good hygiene routines through the spontaneous singing of songs about hand washing and unprompted washing of hands on arrival from nursery. Most children regularly practise the evacuation procedures. Ongoing discussion and reminders about personal safety and the wearing of wrist bands when on outings promotes children's understanding of how to keep themselves safe when crossing roads and coming into contact with strangers. Visits to the local fire station enhance

children's understanding of those who help us. Children's confidence and self-esteem increase due to the frequent praise and consistent and calm approach by the childminder. Children's achievements are valued and clearly on display. Children form strong attachments to each other and talk happily about other children that attend. They understand what is expected of them and their behaviour is good. They listen and follow instructions and are eager to take turns and play cooperatively with all those around them. Consequently children develop good skills for the future.

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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