

Inspection report for early years provision

Unique reference number	142281
Inspection date	19/05/2011
Inspector	Michelle Tuck
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 2001. She lives with her husband in a terraced house in Frome. The ground floor is the main area used for childminding. One bedroom is used on the first floor for children who need to sleep.

The childminder is registered to care for a total of five children at any one time. There are currently eight children on roll. She is also registered to provide overnight care for one child.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development overall, due to the challenging range of activities provided by the childminder and her positive support and interaction. Effective arrangements exist to ensure the safety of children is maintained at all times and children's health is given the highest priority. The childminder welcomes all children warmly into her home, forming good relationships with both children and parents and is successful in providing an inclusive environment and meeting individual needs appropriately. The childminder constantly reviews and evaluates her practice, enabling her to identify her strengths and areas for future development to ensure 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 for sharing relevant information with other early years provision where children also attend to ensure continuity and coherence
- practice the emergency evacuation procedure with the children to ensure they know how to evacuate the premise safely in an emergency

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. There are clear policies and procedures in place and the childminder is vigilant and very confident of the procedures to follow in the event of having any concerns about children in her care. She is aware of the need to record any existing injuries to children, any accidents and any medication administered. Robust risk assessments ensure children are safe at the childminder's home and when away from the premises. Children are taught to

keep themselves safe through clear explanations from the childminder. For example, they discuss road safety on a daily basis, as they go out to the park or visit the library. There is an appropriate emergency evacuation procedure in place, however the childminder does not currently practice this with the children. The childminder evaluates the activities she provides for the children; and there are effective systems in place to evaluate the whole provision. This means she has a good capacity towards maintaining continuous improvement.

Resources are used effectively to support the children's learning and development as they are given choices of activities they would like to do. Systems for observation and planning are well developed and children's next steps are always identified to give a clear picture of their progress. The environment is conducive to learning and the childminder has a calm caring friendly approach towards the children. The childminder demonstrates a clear understanding about how to promote equality and diversity. She recognises children's differences and supports their individual needs extremely well.

Partnerships with parents are very good. The childminder is highly motivated to ensure that the parents are extremely well informed and have detailed information about their child's day, through providing daily record sheets and giving verbal feedback. However, systems to share relevant information with other early years settings that children attend are less developed.

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

Children are happy, confident, active learners and feel safe in their surroundings. They are very settled with the childminder and have a strong sense of belonging. This is due to the childminder's ability to make children feel comfortable in their environment. Children are making good progress in all areas of learning and development due to the very good range of activities provided by the childminder, which provide challenge and interest. Children interact with each other very well and play together, sharing toys and taking turns with a game. The childminder readily gives them positive praise as the children complete a puzzle, helping each other to find where the pieces fit. This results in the children having high self-esteem and the confidence to take on further challenges.

Children enjoy learning about the world around them through regular outings around the town, to the park or to the library. They have a sense of belonging and security and a good self-esteem, building strong relationships with the childminder. Children are extremely well behaved and understand the routines of the home. They are kept well occupied at all times and are encouraged to say please and thank you when making choices at snack time, or asking for more lunch.

Children's health is given the highest priority, they understand about healthy eating and good personal hygiene, as the childminder is an excellent role model. She encourages them to follow simple hand washing routines before eating meals and provides them with individual hand towels and flannels to prevent the spread

of infection. Children thoroughly enjoy the healthy meals provided by the childminder and meal time is a very sociable occasion. Children have good opportunities for fresh air and exercise with regular walks to explore the surrounding 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	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	1
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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