

Inspection report for early years provision

Unique reference number	506021
Inspection date	31/05/2011
Inspector	Susan Harvey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 1995. She lives with her husband and two adult children, in the Stratton area of Swindon. The whole of the house is used for childminding and a fully enclosed garden is available for outside play. The family has four dogs and four cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time; no more than three may be in the early years age group. When working with two assistants, the childminder's registration is increased to care for not more than nine children in the early years age group, and of these, not more than three may be under one year at any one time. She is currently minding 12 children in this age group; some in part-time places. She also offers care for children over five years. The childminder holds a level three qualification and her assistant holds a level two qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an exceptional environment to enhance learning outcomes for children. She works in a full time partnership with her daughter as an assistant; together they provide children with a strong sense of security. The childminder is inclusive in her practice; she knows the children very well and provides for their individual learning and welfare needs. There is a strong partnership with parents which enables information to be fully shared between them; although a partnership with other settings is to be developed. The childminder has a clear understanding of the Early Years Foundation Stage framework and has created effective systems to evaluate her practice; therefore she is well 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:

- maintain a regular two-way flow of information with other settings to which children attend

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the need to protect children from harm and has the necessary contact details to use in the event of a concern about a child. Both the childminder and the assistant have attended a basic child

protection and first aid course. The childminder monitors children's safety in the home through the establishment of a detailed risk record and assessment. Parents are made aware of procedures in the event of a complaint and the safeguarding children policy supports the childminder's knowledge. The childminder has an effective system in place for evaluating and assessing her practice, which identifies areas for success and improvement.

The environment in which children play is very stimulating and welcoming. The designated play room is exceptionally well resourced with toys and books to attract children's attention. There is a good selection of resources to fully support equality and diversity. Children are able to obtain an understanding of the wider world due to regular planned activities and the childminder's secure knowledge of multi-cultural festivals. The childminder has worked hard to develop a system for recording and observing children's progress; the records are detailed and are supported with photographic evidence. The information gathered has an impact on identifying the next stage of the children's learning. Planned activities are interesting and link closely with the children's interests. The childminder spends time evaluating her practice in order to identify areas for improvement, using the local authority network procedures.

The childminder's contact with parents is not only through verbal information, but also through a daily contact book, as well as written agreements and personal contact details of the children. Combining this information with a detailed individual learning journal for each child, means that parents are fully informed about their children's time with the childminder. Parents take time to write positive comments about the childminder's practice; they appreciate all that the childminder and the assistant do for the children. Some children attend other settings which implement the Early Years Foundation Stage framework. However, the childminder has yet to develop a two-way communication system in order to add further information to the children's individual planning.

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

Children are very settled and happy in the care of the childminder and assistant. Children are confident as they move around the room. They know the routine of the day well and are able to indicate what they need, such as when they are hungry or needing a drink. The childminder provides snacks for the children which often comprises of fruit. Sometimes, children make their own sandwiches as part of the theme for the day. For example, this weeks theme of bees meant that the children skilfully made their own honey sandwiches. Parents provide healthy lunchboxes for their children who have immediate access to drinks of water throughout the day and know their individual cups. Children have daily access to fresh air in a variety of ways, such as walking to the local shop or playing in the garden. The childminder is diligent in helping children learn how to maintain the practice of preventing the spread of infection. She encourages them to independently wash their hands before and after meals and using the bathroom;

they have paper towels on which to dry their hands.

Children are very independent. They can access toys of their choice stored on shelves and in boxes around the playroom. Furniture, equipment and resources are of high quality and suitable for children of all ages to support their learning and development. The childminder and assistant work well together as a team, supporting each other in their work with the children. Children's choice of resources supports their learning outcomes. For example, children enjoy being creative as they continue the bee theme. They learn about the lifecycle of a bee and make a book to remind them. Children then make flowers from tissue paper and add a decorative bee. Children also learn about how honey is made and watch a cartoon video about bees and the effect they have on pollinating flowers. Using their drawing skills children spend time colouring pictures of bees and practising writing their name when the picture is finished. Children also extend their language development with related words, such as beekeeper and hive. They see the written word and can link it with pictures and video. Children are masters at completing jigsaw puzzles of insects and constructing towers and houses from brightly coloured bricks. Walking to the local shop to make related purchases gives children the experience of paying for goods and handling money.

Both the childminder and the assistant have a clear understanding of the Early Years Foundation Stage regulation and guidance. They share the responsibility to provide children with interesting and age appropriate toys and activities in order to help their development. Children's interests and ideas are carried forward to the planning of activities and the detailed information, provided as part of the children's learning journals, identifies their progress and next steps.

Children feel very safe in the care of the childminder and assistant. Children often call out their names for help to which both immediately respond. Children show a strong sense of security within the setting and have an excellent understanding of what standards of behaviour are expected; they are kind and caring towards each other. Children know how to safely use knives to spread honey on their sandwiches. They are very well aware of how to cross roads and walk safely while going to the local shop. Children are fully aware of the routine which keeps themselves and others safe during this time. Documents such as policies and procedures are all up-to-date, maintained to a good standard and implemented appropriately, which keeps children safe from harm both on and off the premises.

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	1
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
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----