

Inspection report for early years provision

Unique reference number	EY350492
Inspection date	13/06/2011
Inspector	Brenda Flewitt
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 2007 and works with two other childminders. She cares for children in a co-childminder's home. The co-childminder lives with her three children in the residential area of Galmington, Taunton, Somerset. Children have access to the ground floor of the house, which include a conservatory dedicated as a playroom, kitchen, quiet playroom and toilet facilities. Sleeping facilities are provided in the lounge. There is an enclosed rear garden laid to decking, available for outside play. There is a dog and a cat kept on the premises, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone, a maximum of six children under eight may attend at any one time, of whom three may be in the early years age range. When working with more childminders, a maximum of 11 children under eight may attend, and of these, nine may be in the early years age range. There are currently five children on roll registered to this childminder in the early years age range. The childminder cares for children who learn English as an additional language. Children with special educational needs and/or disabilities are supported at the setting. Children over the age of eight also attend. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in safe and secure premises where they are involved in a range of activities that help them learn through play and everyday experiences. The childminder is developing her knowledge of how to support children in their learning, and meets most legal requirements. She has established good relationships with parents, which enables her meet children's individual needs. The childminder works well with other childminders, which helps her identify some areas for development. By attending training, the childminder expands her knowledge in some areas of childcare, which contributes to improving children's experiences.

What steps need to be taken to improve provision further?

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

- ensure written parental permission is requested, to seek emergency medical advice or treatment for all children (Safeguarding and promoting children's welfare)

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

- develop a consistent approach in supporting children's activities to encourage children to solve problems and think critically
- develop the observation, assessment and planning system to clearly identify children's learning priorities
- review some adult-led art activities, to enable children to express themselves more freely.

The effectiveness of leadership and management of the early years provision

Overall, the childminder implements policies and procedures which suitably promote the safety and welfare of the children in her care. However, there are more children attending the setting, when the childminder is working with other childminders, than the conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion, the provider did so and Ofsted does not intend to take further action. The childminder has a sound understanding of child protection issues, and in consultation with her co-childminders, is able to access information on the procedures to follow if there are concerns about a child in her care. She is attending training to update her knowledge, and records children's existing injuries as routine. All this contributes to protecting children from harm. Risk assessments are completed to provide a safe environment for children to play, both in the home and on outings. Most records are in place, recorded clearly and stored confidentially. However, parental permission to seek emergency medical advice or treatment is not in place for all children. This is a breach of requirement and has the potential to compromise children's health.

Children have access to a good range of toys and equipment, which are stored within their reach in order that they can make spontaneous choices according to their age and stage of development. Working with other childminders provides effective supervision to keep children safe and enables their individual needs to be met. The childminder makes good use of local facilities to enhance children's experiences. Children's days include a range of outings where they meet other people and use alternative equipment. For example, a visit to a cafe for a drink and snack promotes children's awareness of how to behave in a more adult environment. Children develop a positive attitude to people's differences through the good example set by the childminder, and as they access resources that reflect positive images of a diverse society.

The childminder establishes good relationships with parents. Parents receive clear information about the setting by way of written policies and displays. The childminder encourages daily verbal exchange of information in order to meet individual needs. The childminder has some methods to help her identify areas for development. However, these are not always successful in recognising when requirements are not met. She regularly consults with her more experienced co-childminders to share ideas. She attends training courses to extend her knowledge

and develop her understanding of the Early Years Foundation Stage.

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

Children are happy, settled and secure in the care of the childminder and her co-childminders. They play happily in a friendly environment, sometimes independently, and at other times with friends. They develop a good sense of belonging as they see photos of themselves and their artwork displayed in the setting. Children are made to feel special on their birthday as they celebrate with other children who attend the setting. Children behave well. They know what to expect through familiar routines, and learn to share and take turns. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Over time, children participate in a range of activities, both inside and out, that help them learn through play. The childminder is aware of each child's interests and preferences, which enables her to support their learning. For example, a child likes books and stories; she uses this to raise their awareness of numbers and colours. They practise writing skills by making marks with various resources, which includes chalking on outside blackboards. Children explore various materials such as sand, dough, paints and collage items. However, some adult-led craft activities do not fully encourage children to express their own ideas. The childminder has started a system for recording children's achievements that consists of photos of them enjoying various activities. This does not clearly identify children's next steps for their learning and development. However, the childminder knows the children's stage of development well enough to help them make satisfactory progress in their learning. The childminder interacts appropriately with the children as they play, sometimes modeling mathematical language and naming colours, but does not consistently set challenges and encourage the children to think critically.

Overall, children enjoy a healthy lifestyle. Children learn good procedures for their own personal hygiene. They have daily opportunities for fresh air and exercise, by way of garden play and visits to a variety of play parks, where they practice large muscle skills. The childminder discusses healthy eating with parents, who provide food for their children, so that they eat options according to their preferences. Children start to learn about aspects of their own safety, as the childminder makes them aware of safe ways to move around and play. They learn about road safety when out, and know what to expect if they must leave the home in an emergency, through discussion and practising the escape plan.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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