

Inspection report for early years provision

Unique reference number	161741
Inspection date	15/06/2011
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 1999. She lives with her partner and two children aged 20 months and 11 years in the Pewsham area of Chippenham. Most of the childminder's home is used for childminding and there is a fully enclosed rear garden for outside play. The family have two cats and two guinea pigs as pets in the home.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of these no more than two may be in the early years age group. She is currently minding six in this age group, some in part-time places. The childminder also offers care to children aged over five.

The childminder collects children from the local school and pre-school and goes to several toddler groups regularly. The childminder is qualified to level 3 in Childcare and Education and is on the local network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is qualified and experienced in the care and learning of children. She has attended a range of interesting training events and addressed her capacity to improve, so improving outcomes for children. Children are very happy in the care of the childminder and she is inclusive in her practice. Detailed observations and assessment of children's progress are very well documented but lack a consistent link to the next steps in their learning. There is a very good two-way flow of information between parents, the childminder and other settings children attend in order to assist with their learning.

What steps need to be taken to improve provision further?

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

- make sure that the detailed observations already in place consistently demonstrate the next stage of the children's learning

The effectiveness of leadership and management of the early years provision

The childminder clearly understands her responsibility to safeguard children. She is very aware of the process to follow in the event of having a concern about a child. The childminder attended several courses on child protection to update her

knowledge of safeguarding. She has documents that will support any action taken, should the need arise. As a result, children are fully protected. Documents informing parents of how to make a complaint, as well as policies and procedures, are extremely clear and easy to read. The childminder has up-to-date information for parents, such as the regulator's current contact details. The childminder has a comprehensive written risk record and assessment; through these the childminder has identified risks on and off the premises, covering all things a child might come into contact with including the garden and outings.

There is a very good level of communication between parents and the childminder. The childminder believes in working closely with parents and verbally communicates all that children have done. Well written diaries provide information and the events that have been covered throughout the day. She keeps parents informed of her service through monthly newsletters, text messaging and email. Newsletters contain a variety of information for parents to read, such as planned outings, the childminder's holiday dates and what the children have been doing during their time with the childminder. The childminder's policies and procedures are readily available for all parents to read in a well documented file.

The childminder has evaluated her practice using the Ofsted self-evaluation form. She has fully identified all her areas of success and improvement, taking into account the views of children and parents.

Some of the minded children attend other settings and the childminder has been committed in making links with the children's key workers. She uses the shared information to assist with the children's individual planning of activities. Relationships are well established ensuring that each child's needs are met.

The childminder has a good knowledge of the children in her care. She is proactive in helping children with English as an additional language feel included by having a list of familiar words to use when needed. The childminder makes the most of diversity to help children understand the society in which they live. This includes children having easy access to a good range of toys, books, activities that are centred on cultural festivals and other resources to assist with their learning through play and supporting all aspects of diversity.

Resources and equipment used by the children are of a high quality. The environment is stimulating; the childminder respects the work that children have done by displaying their art and craft around the room. Children have the opportunity to choose resources that are stored elsewhere in the home from a photograph booklet, which is easily accessible to them. Resources provided fully support children's learning and development.

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

Children feel very safe in the care of the childminder and have a strong sense of belonging. They are happy and show good levels of confidence and self-esteem,

through the encouragement and support shown by the childminder. The childminder interacts well with children and the organised daily routines help all children become secure and confident. Children enjoy the opportunity to visit places of interest; these include Stonehenge, a local country house and the library. Children are kept safe during this time through close supervision and strong emergency arrangements. Children are cared for in a secure environment. The childminder has addressed all areas of safety in the home in order to keep children safe. For example, stairgates are in place to prevent young children access to the kitchen and stairs, where they might be at risk. Regular evacuation drills are practised with the children, so that they can learn about following instructions in an emergency. Children benefit from the childminder's careful management of their safety.

Children learn about a healthy lifestyle. They have several opportunities to use the garden as an extension to their play. This enables them to understand the need for regular fresh air and exercise, whilst allowing them to make a decision for themselves as to where they would like to play. Through the childminder's good example children are encouraged to adopt high standards of hygiene. They regularly wash and wipe their hands using paper towels. There are also picture and word instructions in the bathroom and kitchen, which tell children the best way to wash their hands. As a result, children are being taught to understand the need to prevent the spread of infection. Children are able to learn about healthy eating. They enjoy nutritious home cooked meals and snacks; a balanced diet helps children make healthy choices for themselves. For example, they relish trying new food such as humus, using bread sticks and apples to contrast the taste. They have access to drinking water in individual bottles, which they can access as they wish. This means that they are beginning to be aware of their bodily needs.

Children make good progress in their learning and development. The childminder is able to identify their individual learning needs through her experience and knowledge of the development stages of young children. She has a clear understanding of the Early Years Foundation Stage regulations and requirements, in order to help children in their progress and achievements. Parents are able to see the progress their children have made through very detailed observations, regular assessments and photographic evidence. Although children's next steps are not consistently part of assessments activities are well planned; these are based on thorough and accurate observations and assessments, which are matched to the full range of children's needs. The childminder takes time to plan activities for children which are interesting; for example, making bread and banana muffins. As part of the learning children weigh and sort the ingredients and understand the change in consistency when cooked. The children are developing skills for the future. The childminder is helping children to be independent, as they dress themselves and make choices. Children's progress in communicating, literacy and skills is developing well. Their experience of listening to well told stories and activities assists with learning alternative communication skills. They solve problems while enjoying water play. The water tray consists of channels; it provides the children with a challenge as they use a range of utensils and experiment with water wheels while the water runs into the channels. Overall, children are provided with a range of interesting activities to support their learning through play.

The childminder carefully arranges visits and activities for the children so that all are included. During school holidays children visit interesting places, for example, Stonehenge; they engage in activities during the visit, such as making smelly insect repellent. During term-time children are able to mix and socialise with others, when taking part in the local group activity singing sessions and story time in the library. Children are developing their communication skills well. By taking the children to a 'sing and sign' group the childminder is introducing them to other forms of communication, which they can share with their parents. Children enjoy being creative. They eagerly decorate a photograph frame to give as a present for Father's Day, which includes a photograph of themselves. They eagerly use glitter glue and brightly coloured shapes to make the frame attractive. Children are beginning to learn how to share through the childminder's gentle persuasion for the need to take turns, they are fully aware of the effect their behaviour has on others.

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
--	---

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

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
--	-----