

Inspection report for early years provision

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Inspection date	14/06/2011
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.

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Description of the childminding

The childminder registered in 2010. She lives with her partner, and three year old son. They live in Yeovil in Somerset. Childminding takes place on the ground and first floor. There is an enclosed rear garden to facilitate physical play. There are bathroom facilities on the ground floor and additional facilities on the first floor.

The childminder is registered to care for a maximum of five children under eight years at any one time. There is currently one child on roll in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is also registered for overnight care. The family have a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled due to the childminder's commitment to meeting their individual needs. Good relationships with parents ensure information is shared to benefit children's continued development. The childminder provides children with a broad range of activities and resources to stimulate their interest and support their learning well overall. Children are well safeguarded with robust procedures in place to help keep them safe and help them learn to keep themselves safe. The childminder is beginning to evaluate her provision to identify areas for development. A positive approach to training and development maintains the drive for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for self-evaluation

The effectiveness of leadership and management of the early years provision

Children's health and safety are successfully fostered by the childminder's efficient organisation and her enthusiastic approach to promoting their welfare. They play in a welcoming, well organised environment that helps them to become competent, creative learners. They benefit from space to play and learn; and become independent learners through access to a good range of stimulating resources and creative materials. All policies and procedures are well written and implemented. The childminder has a thorough understanding of safeguarding issues. Robust risk assessments ensure that children play in safe environments at all times. The childminder gains a good knowledge of each child's background and

individual needs through well-planned settling-in sessions, detailed discussions with parents and use of sensitive observation to assess children's well-being each day. Children learn about different cultures and festivals, through the provision of resources which reflect diversity and the childminder's inclusive practice. The childminder is beginning to evaluate her provision. Although this is still in its infancy it shows a commitment to further develop her practice and outcomes for children.

Highly positive relationships with parents and carers ensure each child's needs are well met, overall. New families are welcomed and are well informed about the setting. They are warmly encouraged to share information about their children, including general aspects of their stages of learning. Questionnaires given to parents, sharing of policies and procedures, informal discussion, and use of a daily diary encourage an effective liaison to support the children's well-being. The children's individual folders with photographs and detailed notes on their progress in the six areas of learning are effectively shared with parents. Parents are also able to access in their own time, through a password system photographs and observations on their child's progress, which the childminder uploads onto a computer programme. As a result, the families are well informed to further support their children's learning at home.

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

Children enjoy a well balanced range of activities in each area. They are ably supported to make good progress in their learning and development, including gaining good skills for the future. They develop early language skills effectively because the childminder talks to the children clearly when carrying out every day tasks such as feeding and changing nappies. The childminder builds very close relationships with the children, understanding their needs very well. For example she recognises when young children become tired or are hungry.

Children learn through play. For example, the childminder sits with young children encouraging them to push buttons on electronic toys, or turn the pages in a book. The childminder is very good at creating activities that support children in fun, interesting ways. For example, young children can sit in a tray of sand, using all of their senses to explore. The childminder uses a puppet of a dog to interact with the children, who are instantly engaged and cuddle into the puppet. Children listen to nursery rhymes swaying to the tunes and sing 'Incy Wincy spider' with the use of props which the childminder has made. As a result, children are engrossed in a broad range of exciting and stimulating activities. The childminder's effective planning and organisation ensures that children are engaged, challenged and enjoy their learning experiences. The childminder gives the children lots of one-to-one attention to enable them to make choices, feel valued and to encourage positive behaviour.

Good arrangements are in place to promote children's welfare with regard to their health and safety. This is through the childminder's high level of commitment and

secure understanding of requirements and guidance. From a young age, children learn the importance of a healthy diet and choose from a range of healthy snacks and meals. Their drinks are freely available during the day. Good routines for hand washing are well established and the childminder acts as a positive role model. Children feel safe with the childminder, seeking her out for a cuddle or interaction. Children frequently practice emergency evacuation procedures to become confident with escape routes and routines.

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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