

Inspection report for early years provision

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Inspection date	28/06/2011
Inspector	Timothy Butcher
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 2011. She lives with her partner and child in Wells, Somerset. The whole of the property is used for childminding purposes. There is flat access to the property. There is a fully enclosed back garden for outside play. The childminder is registered to care for a maximum of five children under eight at any one time; of these, two may be within the early years age group, and of these, one may be under one year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for six children; of these, five children are within the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, relaxed and settle easily with the childminder. The childminder ensures that they have their individual care needs suitably met. The childminder has an appropriate knowledge of the Early Years Foundation Stage and children make satisfactory progress in their learning and development, although the assessment system requires further development. They have a child-friendly and safe environment in which to play, but they are not always well supported to learn how to keep themselves safe. The childminder establishes secure partnerships with parents, although review processes have yet to be fully implemented and wider partnerships are under developed. The childminder demonstrates the capacity to maintain steady and 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 the system of observational assessment to more closely identify children's next steps in development and to use this information to inform the planning of appropriate play and learning experiences for them
- develop the partnership with other providers delivering the Early Years Foundation Stage to further promote continuity of care and learning
- encourage children's knowledge and understanding of how to keep themselves safe through well organised routine and effective interaction.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of her safeguarding responsibilities and children have their welfare suitably protected. The childminder carries out a competent assessment of the risk of the premises and for taking children on

outings; as a result, children enjoy a suitably safe environment in which to play.

The childminder promotes equality and diversity suitably by having a sound knowledge of each child's background. This results in a clear identification of children's care requirements, such as their medical needs. There is a suitable exchange of day-to-day information with parents through the time set aside for discussion, and also through a daily diary used for some children. This contributes to sound continuity of care for children. Information about children's overall progress has yet to be comprehensively shared and reviewed with parents. They comment positively on the standard of care provided by the childminder. The childminder has begun to establish wider partnerships with other settings who also provide care to the children that she minds; however, these require further development.

Resources are sound, fit for purpose and able to support young children's all-round development. The childminder uses the available space adequately to provide general activities for children. Children take their play outside into the garden daily. Further attention is required to link the planning and provision of activities to match the identified goals in children's learning and development. The childminder evaluates her practice appropriately with a noticeably open and honest approach. She has successfully identified the key areas for improvement, in particular, some training opportunities to help her with her understanding and use of the Early Years Foundation Stage. These measures have yet to have a significant impact on the outcomes for children and, currently, they are making satisfactory progress.

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

The childminder has a suitable understanding of child development, which she uses to help children make satisfactory progress in their learning and development across each required area of learning. The childminder has made a creditable start in her observation of what children do, and identifies some of their next steps in development accurately. There remains room for improvement in this area, however, to better use this information in planning activities to help children progress more quickly. This limits the progress that children make and the quality of the support to children. Young children benefit from the warm interactions with the childminder who provides lots of cuddles and close contact. They demonstrate that they are settled, feel safe and show a secure sense of belonging through their smiles, responses and the relaxed way they go about their play. They build sound relationships with the childminder.

Children are able to make some choices from the resources put out for them, and begin to show a positive disposition towards learning. Young children are encouraged to explore their surroundings and gain in confidence as a result. They are suitably adventurous and enjoy finding out what they can do. They have a child-friendly and safe environment in which to play; however, they are not consistently prompted to be aware of potential dangers, such as trip hazards or toppling from a soft seat, and so are not fully supported to learn to how to keep

themselves safe. They have fun as they thoroughly explore toy items through touch and show pleasure when repeatedly pressing buttons on musical toys, realising the cause and effect of their actions. They move to the sounds of the music with delight, learning to move and to control their bodies as they do so. Young children begin to develop their communication skills and they respond through sounds and gestures to make their feelings and wishes felt. The childminder prompts their speech development and keeps up suitable levels of dialogue with them. However, this is not always sustained at a high enough level for them to make good progress.

The outdoor area is suitably organised and children relish the regular opportunities to take their play outside into the garden. For example, young children stand at a comfortable height to explore with interest the effect of wet sand being poured from their hands and falling to the floor. They learn about nature and the wider world through activities such as growing plants from seed. Overall, young children secure the early skills they require in order to progress their learning, and are able to contribute positively when with the childminder.

Young children's health, physical and dietary needs are adequately met because the childminder is well organised. They benefit from secure care routines because the childminder ensures there is a useful exchange of information right from the start. Children are valued and are treated as individuals, and as a result, make a positive contribution to the setting. The childminder undertakes sensible procedures that protect children from the spread of infection, such as through suitable nappy changing routines. Children have their feeding cups and bottles on hand and learn to access these independently. The childminder makes discerning use of visits out to the park and to local groups, to ensure a balanced range of experiences for children.

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met