

Inspection report for early years provision

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Inspection date	07/07/2011
Inspector	Susan Harvey
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 first registered in 1993. She lives with her husband and two adult children in a detached house in Warmley, South Gloucestershire. Childminding takes place on the ground floor where there is a downstairs toilet accessible for children to use. There is a fully enclosed rear garden for outdoor play. Within the local vicinity, there are parks, libraries and schools.

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 six children under eight years, of these not more than three may be in the early years age group. She is currently minding two children in this age group.

The childminder takes children to the local pre-school and goes to soft play areas and swimming regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very content to be in the care of the childminder. She has evaluated her practice and identified areas for improvement; mostly recommendations from the last inspection have been met which has adequately supported the childminder's capacity to improve. She has attended some training which has an impact on children's welfare to sufficiently meet their needs. Links with other settings are to be developed, resources and knowledge of diversity is limited, and the clear planning for individual children does not identify the next steps in their learning.

What steps need to be taken to improve provision further?

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

- develop a system which links with planning in order to identify the next steps in children's learning
- maintain a two way flow of information between other settings to which children attend in order to develop a full understanding of children's abilities
- develop resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities in order to appreciate and value differences

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of the need to protect children from harm. She is fully aware of the procedure to follow in the event of a concern about a child and has attended child protection training. Appropriate documents are in place to keep her up-to-date with the latest safeguarding information. There is an established risk record and assessment which covers all areas that a child may come into contact with. This has an impact on keeping children safe. The clear written policies and procedures are accessible to parents which provide them with information about the childminders service. An evaluation of the childminder's practice has been developed in order to assess her strengths and areas for development. As a result, the childminder has focused on what needs to be improved.

The environment where children are cared for is adequately organised. Toys are set out ready for children on arrival and they can also choose from the selection stored in the garage. There are sufficient resources, such as books, which adequately support diversity. However, children have little opportunity to fully learn about the world around them through festivals and activities. The childminder has developed a system for recording and observing children's progress which provides parents with information about their child's learning. She provides written plans around the child's interests and identifies a topic in which all children can take part, such as mini-beasts. However, the planning is not linked to children's observations and assessments and does not identify the next steps to their learning.

There is a sound level of communication between the childminder and parents. This is not only through verbal information, but also through children's learning journals and daily contact book, which is useful for those parents who are unable to collect their child at the end of the day. This means that parents are sufficiently informed about their child's time in the care of the childminder. However, there is a limited sharing of information between the childminder and other settings to which children attend. As a result, the childminder does not have an all-round picture of children's abilities in other settings. Through written agreements and personal contact details of children and an appropriate settling in time, the childminder is able to identify children's individual welfare needs.

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

Children are valued, settled and happy with the childminder. They are familiar with their environment and know their way round the home. Appropriate routines by the children assist in their understanding of preventing the spread of infection. For example, there are printed reminders and cartoons for children to follow as they wash their hands after visiting the bathroom. They have their own towel on which to dry their hands and are able to independently do this with no reminders from

the childminder.

The childminder provides cooked meals for the children and is aware of the requirement to provide nutritious food as part of a healthy diet. Regular drinks of water are available for the children throughout the day. Children have a sense of security and feel safe in the care of the childminder. She is patient and consistent in her management of children's behaviour, however, overall, children are well behaved. As a result, the childminder's positive approach enables children to understand what is expected of them and the boundaries of behaviour. Children are beginning to develop their social skills for use in the future. They are good communicators and concentrate well on activities shared with the childminder. A regular opportunity for children to cook and grow vegetables and plants in the garden, gives them further skills to support their independence.

The childminder has an appropriate understanding of the Early Years Foundation Stage regulation and guidance. This is supported by the newly developed learning journals for the children. She is aware of what interests the children and encourages their development in several ways. She interacts with children well and supports them in their learning, and provides activities which extend their interests. An example of this is the children's enthusiasm for jigsaw puzzles. The childminder increases the size of the puzzle in order for children to be challenged in solving how the picture develops. They are provided with a variety of toys to build with such as Lego bricks. Their concentration is enhanced by being able to design patterns using a peg board and brightly coloured pegs. They can also follow a set pattern placing the pegs in sequence to copy the style. Access to the family computer enables children to develop skills which they can use when starting school. Children have the experience of visiting the zoo and museum as well as travelling by local bus and train to places of interest. Overall, children have a pleasant time in the care of the childminder; she knows the children well and provides for their care needs.

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

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