

Inspection report for early years provision

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Inspection date	04/08/2011
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.

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Description of the childminding

The childminder registered in 1997. She lives with her husband and their three adult sons in Nailsea, North Somerset. The whole of the property is used for childminding except the kitchen, sitting room and two bedrooms. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently six children on roll; of these, four are within the early years age range and attend on a part-time basis. The childminder attends local toddler groups and visits local places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children thoroughly enjoy their time with the childminder. They make good and sometimes very good progress in most aspects of their learning. Children considerably benefit from the high quality interactions with the childminder and from the wide range of activities that she provides. However, the childminder does not fully use the Early Years Foundation Stage Guidance to evidence the progress that children make, and opportunities for older children to develop their information communication technology skills require development. Highly positive relationships with parents and carers are established and the individual care needs of children are closely met. The childminder has good organisational skills and her processes of evaluation are generally secure and lead to 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 knowledge of the Early Years Foundation Stage Practice Guidance in order to further promote children's learning and development
- develop further opportunities for older children to find out about and identify the uses of everyday technology, as well as information and communication technology and programmable toys to support their learning
- develop systems of self-evaluation further to help form an accurate appraisal of the settings effectiveness to further extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are secure. The childminder has a clear understanding of her responsibilities in regard to the safeguarding of children, and has secure policies and procedures to support her should she have a concern about a child. All adults at the premises have been suitably vetted. The childminder places importance on the safety of children at all times, and a clear assessment of risk is carried out both to the premises and when children go out on outings. Policies and procedures ensure the safe and smooth running of the setting. Children are taught to be safety conscious and very confidently talk about dangers and how to keep themselves safe.

A particular strength of the setting is the highly positive relationships with parents and carers. This strongly contributes to the continuity of care for all children. Parents report very positively about all aspects of the setting and comment in glowing terms about the childminder, the wide range of activities and the quality of care. There is a very good exchange of day-to-day information through discussion and through the daily diary. The childminder competently promotes equality and diversity as she knows each child and their individual needs very well. The diary provides a useful snapshot of each child's day. However, a comprehensive picture of children's all round development is not systematically shared. The childminder establishes good communication with other settings that children attend, and intends to extend this further when appropriate.

Resources are good, fit for purpose and able to support children's all round development. They are used effectively to achieve many of the goals in learning and development. Overall, children have easy access to a good range of resources and are well able to exercise choice. However, there are only adequate resources for older children to learn about information communication technology. The childminder makes very regular use of visits outside to provide children with a good balance of experiences. These first hand experiences include toddler groups, farm visits and bus rides.

Overall, the childminder evaluates her practice adequately; for example, she routinely makes improvements to resources in the light of her assessment of children's interests and abilities. Although her written evaluation is modest in its assessment of her strengths, her underlying knowledge of areas for further improvement is secure. The recommendations from the last inspection have all been carried out. The outcomes for children are consistently good across each area of development and outstanding in two areas.

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

Overall, children make at least good progress towards the early learning goals in most areas of their learning. The childminder has a very good knowledge of child

development and provides high quality interaction to support children. This is accompanied by a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage Guidance, which she does not use fully to evidence the progress that children make. As a result, a complete picture of children's development is not held and not all gaps in their development are identified. For example, information about children's progress in information and communication technology (ITC) is less well monitored. Young children learn fundamental skills of cause and effect and how to operate simple mechanisms by pressing buttons on pop-up toys. However, older children have less opportunity to build on this and acquire basic skills in operating ITC equipment such as computers or programmable toys.

Children of all ages show an extremely strong sense of security and belonging within the setting. They develop excellent relationships at every level with the childminder and their peers, because the childminder is kind and caring and provides an excellent role-model. Children strongly benefit from the warm interactions with her and her family, as well as the homely environment that she creates. The childminder provides lots of praise and encouragement, and as a result they grow in confidence and appear very settled and content. Children are very well behaved. They know what is expected of them. The childminder provides clear boundaries through skilful and sensitive support. Children confidently talk about dangers and how to keep themselves and each other safe. For example, they remember what has been discussed about setting a good example to young children. During role-play, a mobile phone prop is used to dial 999. Children learn numeral recognition but also how to make a call in an emergency. Children are extremely confident and competent in communicating their thoughts to the childminder, who listens carefully and responds skilfully. They show a mature response to taking responsibility in the setting, such as when tidying away toys before others are taken out. Babies and young children show through their responses that they strongly benefit from the excellent routines that foster their security. Older children show consideration for younger children, such as by sharing their play with babies, who are curious explorers. Children make choices through out their day and are enthusiastic learners because they are encouraged to think and to express themselves through skilled interventions by the childminder. The childminder knows children well and makes their learning meaningful by consistently making links to their previous experiences. They work cooperatively together, for instance sharing tools and resources when making shapes with play dough. Children make good progress in their communication, number and literacy skills because the childminder has high expectations for them and provides a broad range of high quality activities that follow children's interests and strongly support their learning. For example, children chose to play a finding game and enthusiastically count cards, matching and recognising different shapes. They actively search for the hidden cards and count forwards and backwards from one to six as they play. They explore texture, colour and consistency when making cakes. The childminder is attentive, ensures each child is well supported according to their ability and provides high quality interactions that affirm children's self esteem.

Children play well independently. They develop a good understanding of the wider world and are well equipped with the skills they need in order to secure future

learning. They thoroughly enjoy and achieve because she is focussed on their needs. Children are well supported to follow a healthy lifestyle, to learn self-care skills and to become independent through sensible hygiene routines. Their drinking cups are kept to hand. They make healthy choices at snack time and have good opportunities to test their physical skills through a wide range of outdoor activities, such as visits to the park to feed the ducklings.

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	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	3
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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