

Inspection report for early years provision

Unique reference number	EY422598
Inspection date	05/09/2011
Inspector	Rachael Williams
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 is registered in 2001. She lives with her four children in Worle, Weston-super-Mare close to local schools and shops. The family care for four guinea pigs and a cat. All areas of the family home are used for childminding. There is a fully enclosed garden to the rear and side of the property.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of four children; of these, one may be in the early years age group. At present, the childminder has seven children on roll attending on a part-time basis; of these, two are in the early years age range.

The childminder is accredited and is, therefore, in receipt of funding for early education. She has a level 3 early years qualification and has 12 years experience of early years childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good.

The childminder provides a well-equipped, welcoming environment where children feel confident and happy as their individual needs are met. Children make good progress in their learning and their welfare, including safeguarding procedures, are effectively promoted through the childminder's good knowledge of learning and development and welfare requirements. Competent partnership working at all levels has been established. The childminder has an accurate understanding of the provision and is further developing her systems to be more reflective of her practice.

What steps need to be taken to improve provision further?

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

- review further arrangements to include feedback from parents to the self-evaluation system and to include contributions from parents to their children's learning to promote continuity in children's care, learning and development.

The effectiveness of leadership and management of the early years provision

Comprehensive risk assessments have been completed for all areas used by the children and for each type of outing consequently, children are cared for in a safe

and secure environment. Additional measures are put in place so that children are unable to leave the premises unsupervised. For instance, the inner door is closed and bolted whilst younger children attend. The childminder has accurate understanding of the procedures to follow should a child protection concern arise and has relevant literature readily available to support her. The childminder promotes the safe collection of children by suitable adults who are listed on individual records well. A consistent record is available of children's and adult's attendance at the provision which maintains children's well-being.

Parents are provided with a wealth of information regarding the childminding service, through newsletters and detailed policies and procedures which underpin the good childminding practices, also of their children's progress through the use of daily diaries. Children's home achievements are not consistently included and they are not fully involved in the childminder's self-evaluation system to accurately identify areas for improvement. The childminder works closely with parents to ensure that individual needs are met, for instance, in regards to toilet training, so that there is continuity in care. The childminder works closely with other early years providers and has developed a system to share pertinent information to enable children's welfare to be promoted effectively.

The childminder constantly strives for improvement, for instance; she regularly attends ongoing training and cluster meetings and seeks support from early years advisers to further support children's care, learning and development. The childminder provides a well-equipped learning environment which stimulates and challenges the children in their care. Toys and resources are of high quality and are easily accessible to the children so that they are able to make choices about their play. There is a good range of resources to reflect the diversity of our society so that children learn about similarities and differences. The local environment is used well to enhance experiences such as, regular visits to the library to borrow their favourite books.

The childminder reflects on the service she provides and accurately identifies areas for improvement, for instance, supporting children's independence through pictorial labelling of toy and resource boxes. She has good understanding of the strengths of the provision, especially the broad and balanced range of experiences the children receive and the positive and caring relationships that have been established with the children. The childminder is proactive in accessing support, for instance; she has requested further support in completing her improvement planner so that it is reflective of her provision to show continuous improvement.

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

The childminder has established close and caring relationships with the children. Therefore, they are confident and happy within the homely environment as their individual needs are understood and respected. The childminder has good knowledge of children's interests and how to challenge their learning. For example,

she is currently organising a range of sensory activities to support a child to enjoy messy play. The childminder interacts well with the children to support their development and to encourage them to explore new skills in a supportive environment. Children thoroughly enjoy dressing up and persevere to use a range of fastenings such as, manipulating laces through eyelets. Children show excellent fine motor skills as they carefully insert a key into a hole in the door showing good understanding of how things work. Children participate keenly in singing activities and are absorbed by the images on the laptop. They enjoy accompanying the songs with a variety of wooden musical instruments.

The childminder has detailed information regarding children's starting points and uses these efficiently to plan a broad and balanced range of experiences. She makes sensitive observations linking these effectively to children's stage of development to accurately record their progression. Systems are being developed to summarise children's progress each term and to share learning priorities with parents.

Children become aware of their safety through effective procedures established by the childminder. For example, children engage in regular emergency evacuation procedures which are supported by very detailed written records to support children's understanding of their importance. The childminder consistently talks with the children offering them clear explanations so that they can remain safe. For example, when children are playing with the dried pasta and lentils she reminds them not to eat them and to keep them contained in the kitchen so that they do not get mixed up with the other toys. Children solve problems competently. For example, when transferring the dried pasta and lentils into a range of containers, using tools for a purpose, and selecting lids so that they can make shakers.

Children are well-behaved and are very clear on expectations and boundaries. They are fully engaged in activities consequently, there is little opportunity for them to become bored or disinterested. They are beginning to show respect for animals as there are regular visits in the locality so that children are able to handle a variety of small animals carefully and learn about how to care for them. This includes the family's guinea pigs and cat. Under close supervision, children are able to feed and stroke the animals as the childminder has promoted their good health through worm and flea treatments and appropriate hand washing arrangements for the children.

The childminder works closely with parents to provide suitable healthy and nutritious snacks and meals which meet children's special dietary requirements. Children are encouraged to make choices, for instance; the childminder asks the children what fruit they would like for a snack. Children are engaged in growing fruit and vegetables which they are able to pick and use in their meals so that they become aware of healthy choices. Any medical needs are well documented so that children are supported in accessing their inhalers. The childminder has established effective systems to record administered medication and accidents; as yet, she has not had the need to put these systems in to use. Children are becoming aware of their own needs. For example, young children inform the childminder when they need to use the toilet. The childminder deals sensitively with any accidents and

ensures children are well supported and praised for their accomplishments.

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
--	-----