

Inspection report for early years provision

Unique reference number	EY428502
Inspection date	19/09/2011
Inspector	Janet Armstrong

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 has been registered since 2011. She lives with her husband and two children, aged five and eight years in a three-bed roomed house in Yeovil, Somerset. All areas of the home are used for childminding purposes, with a living room, dining/play room and kitchen used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family has a puppy, three guinea pigs and a cockatiel.

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 five children, three of whom may be in the early years age group. There are currently six children on roll, four of whom are in the early years age range and all attend on a part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure understanding of the individual care and learning needs of each child in her care. She works closely with parents to ensure that both parties are well-informed about any specific needs and practices followed. The childminder's positive and sensitive interaction with the children means that they are very happy, settled and secure and enjoy the range of activities offered. The childminder's systems for her own personal development are developing and do not yet allow her to prioritise areas for development, such as planning and assessment systems. However, access to training, and support from other early years professionals has enabled her to reflect on and make improvements to some of her practices.

What steps need to be taken to improve provision further?

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

- develop further the assessment systems so that observations are analysed and used to plan for the next steps in children's learning across all six areas
- develop further systems for reflective practice and self-evaluation to identify strengths and priorities for development to help improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder supports children's safety well. She has a secure knowledge of safeguarding and she has a clear understanding of the correct procedures to follow should she have a child protection concern about a child in her care. The childminder maintains a safe environment for children, both indoors and outdoors. She is supported by useful risk assessment processes that also enable her to consider potential hazards when on outings. The childminder's positive supervision of children in their play enables them to explore their environment safely. For example, when playing in the garden, children are reminded about being safe on the pathway.

The childminder makes good use of her home to provide children with a comfortable, warm, family orientated environment. She provides children with different areas in the home to support their care and learning. For example, there is a dedicated play room that provides children with free and independent access to a good range of resources and play provision. The childminder dedicates her time to meeting the children's needs and ensures they access a good balance and range of different experiences, both within the home and local community.

The childminder is a positive role model and supports the younger children well as they learn to share and take turns and as they develop their friendships with others. She provides children with a positive introduction to difference and diversity in the world in which they live. Her secure knowledge of each child's individual needs enables her to promote their sense of identity. Children have access to a good range of resources and activities that raises their awareness of the differences amongst people.

The childminder has a good range of written policies and procedures and documentation in place to support her well in her role. She ensures she gains detailed information from parents to enable her to effectively support the children. Positive systems are in place to enable her to work well with parents and other early years settings that children attend. Parents receive a welcome pack that provides them with detailed policies, procedures and practices followed by the childminder. A link book between parents and other settings enables all parties to share relevant information about the children's care and learning needs. The childminder uses questionnaires to seek the views of parents about the service and quality of care she offers. This helps to support her in adapting and making changes to her practices.

The childminder has worked well to ensure the service she provides meets the individual needs of each family to enable her to provide good quality care. Procedures for self-evaluation and ongoing development are in the early stages. Close links with other early years professionals and training has enabled her to revise some of her practices, such as reviewing her child protection procedures following safeguarding training. The childminder has lots of ideas for future development. However, her current systems do not allow her to fully prioritise and

evaluate these to help her focus on how best to bring about the most effective changes, such as planning and assessment systems.

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

Young children have a positive introduction to leading healthy lifestyles and keeping safe. Daily personal care routines mean that from a young age children recognise the need to wash their hands after using the toilet and before meal times. They enjoy daily outside play, with access to a range of equipment to help develop their physical skills. They learn about potential hazards and the positive action they need to take in order to keep themselves safe. Children know how to use the stairs safely and the need to tidy up after their play.

The childminder uses her secure knowledge of each child's personality and learning needs to ensure she offers positive interaction and support as they play. This means that all children, including those that have only been attending for a few weeks are very settled, happy and confident.

Children show a positive disposition to the learning opportunities and activities provided by the childminder and benefit from the range and variety to stimulate and develop new interests. For example, in line with the current theme, young children independently explore the effects of the paint, glue, sprinkles, shapes and glitter pens as they decorate their own train. The childminder is on hand to support their exploration and imagination and helps them to identify colours, shapes and talk about their train.

Young children are making good progress in their learning. They enjoy playing outdoors and show developing skills and control of their bodies as they use slides, ride on toys and kick balls. Their language development is positively supported as they learn to use new words to communicate with others and make their needs known through spoken language. They learn to count in everyday situations and routines, such as climbing the stairs, where some children confidently count up to 12.

The childminder ensures that her plans support children's individual learning needs and provides them with variety and stimulation. Her assessment systems are developing and they are currently being reviewed. The childminder records basic observations of children at play, and supports this with photographs and evidence of their creative and mark making skills. The childminder has a secure knowledge of each child's key next steps and focuses her planning on the levels of support and extension needed to ensure children make the best possible progress in their learning. However, these do not link to the stages across all six areas of learning as children progress towards the early learning goals.

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

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