

Inspection report for early years provision

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Inspection date	01/11/2011
Inspector	Karen Prager
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 registered in 1995. She lives with her husband and four children in a house in Wootton Bassett, within walking distance of local shops, park and school. All areas of the property are available for childminding, although children generally play downstairs. There is a fully enclosed garden available for outside play. The family has two dogs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for six children under the age of eight years, three of whom may be in the early years age range. The childminder currently cares for two children within the early years age range on a part time basis, and also cares for older children.

The childminder attends the local carer and toddler group on a regular basis. She is a network-accredited childminder. The childminder holds a level 3 qualification in Early Years Care and Education. She is a local authority registered foster carer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well overall. Good relationships with parents enable the childminder to be well informed about each child's needs. Children make good progress towards the early learning goals, relative to their starting points. Overall, the childminder provides a wide range of resources to promote children's learning and development. The childminder demonstrates a good capacity to improve standards through accurate evaluation of her practice.

What steps need to be taken to improve provision further?

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

- develop the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment all year round.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear commitment to safeguarding children. She

has a good understanding of procedures to follow should she have a concern about the welfare of a child. The childminder keeps all required documentation up to date and easily accessible for inspection. Risk assessments are carried out, recorded and updated as required. Fire evacuation procedures are regularly practised with the children.

The childminder is committed to improving her provision and regularly attends courses. She is currently attending a course on helping children communicate and is taking steps to extend her provision for building children's language and communication. The childminder ensures that her knowledge of childcare is up to date through talking with other local providers and development workers. The childminder regularly reflects on her practice and what she provides for children, and identifies areas to be improved.

Children are cared for in a busy family home, which is organised with children's needs in mind. The childminder welcomes all children equally, and written policies and procedures are inclusive. She identifies the individual needs of each child and adjusts her provision to ensure that their development is well supported. The childminder has extended the access and range of toys since the previous inspection. Toys are stored in boxes in the lounge and further resources are stored in a cupboard. The childminder makes these additional resources available to children by providing a book of clear pictures and by displaying pictures on the door of the toy cupboard. The childminder's garden is used all year round, although the range of resources available to children outdoors in the winter months is limited.

The childminder works closely with parents. Information is shared before children start attending so that parents are clear about the service provided. Information about children's development is shared verbally on a daily basis. The record of children's development is read by parents at the childminder's home and is available for them to take home to make additional comments. The childminder has well-established partnerships with local pre-schools and childminders, and information regarding children's learning and development is regularly shared.

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

The childminder has a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage. She plans activities based on her frequent observations and assessment of the children. These are recorded in an easy to read format, supported by photographs and shared with parents so that they are involved with the activities which their children undertake. The childminder recognises the individuality of each child and, overall, children are making good progress in their learning and development.

Children are relaxed and settle well. The childminder initiates daily conversation, which encourages young children's early language development. She gives children

time to respond and offers children plenty of praise for their efforts and achievements. Children explored a box of 'treasures'. They gently lifted out the feathers, feeling the soft texture and noting the different bright colours. The childminder supports the children by naming familiar objects, and as result, young children are developing their vocabulary and clarity of speech. The childminder actively supports children's development. She is invited to take part in their role play and selects items to buy in their shop and carefully counts out some money.

Children enjoy reading a favourite book with the childminder as they settle with her on the settee. This provides a calm prelude to an afternoon nap, and children quickly settle, knowing that they must take off their jumper when they get too hot. Children develop their understanding of the world through their play with model figures and visits in their local community. Positive and effective behaviour management strategies are used by the childminder. Children behave very well. They interact confidently with others and enjoy exploring and learning. This means that they are learning the skills that prepare them well for the future.

Children gain a good understanding of keeping themselves safe. When they go on outings to local parks, they wear high-visibility jackets so that they may be easily identified. Children can talk about what they must do when they cross a road and demonstrate the 'stop, look, and listen' routine on the way back from pre-school. Within the childminder's home, children know that they must not touch the dogs without permission and that they do not normally go upstairs. Children enjoy playing outside, both in the local parks and in the childminder's garden. They competently climb the equipment in the park and know to hold on tight when being spun around. Main meals are generally provided by the children's parents. A suitable routine is followed, though children have some choice in the timing of their lunch and in how much they eat. For example, on leaving the pre-school, children chose to play in the park on the way home. The childminder talks to children about their choice of fruit for snack, which develops their understanding of healthy eating.

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