

Inspection report for early years provision

Unique reference number	EY428277
Inspection date	16/11/2011
Inspector	Mary Daniel

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 June 2011. She lives with her husband and their son aged 22 months in a house situated in Ilchester, Somerset. Children have use of a playroom, living room and toilet facilities downstairs. There is an enclosed garden available for outdoor play activities. The family has two dogs, a guinea pig and a rabbit as pets.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She may care for a maximum of five children aged under eight years, of these, no more than two may be in the early years age group at any one time. The childminder may also work with an assistant, who may be left alone with children for short periods at times agreed with parents. There are currently nine children on roll, of these, five are in the early years age group. Overnight care is not included within the registration.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled with the friendly childminder who provides a variety of play experiences to satisfactorily support their learning and development. Regular liaison is maintained with parents and the childminder seeks links with other provision children attend. However, systems to help effectively monitor children's developmental progress are not fully implemented, so do not further support partnership working and children's progression.. Improvements are made as the childminder reflects on aspects of her practice, which helps promote some outcomes for children, although evaluation is limited overall. The childminder safeguards the children as they play in a comfortable home where she supervises them carefully and risk assesses their environment.

What steps need to be taken to improve provision further?

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

- develop further systems of self-evaluation to identify areas for improvement and support effective and consistent monitoring of all aspects of the provision
- develop systems of planning and assessment to monitor children's achievements and consistently identify and plan for their next steps of learning that build on their existing skills and abilities
- develop systems to maintain a regular two-way flow of information with other providers whom children attend to promote continuity for every child in their learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well overall as the childminder has completed relevant safeguarding training. This supports her awareness of procedures to follow should a concern arise. Suitable safety prevention is in place overall. For instance, the garden is fully enclosed and stair gates are used to prevent children's unsupervised access to the kitchen and hallway. Risk assessments are carried out. Play areas are bright and inviting for children and are cleaned regularly. A range of age-appropriate toys are accessible. For example, children's imagination is supported well as they play with a variety of role-play toys. Some toys reflect diversity, such as books and a doll, although overall these are limited. Children's needs are supported as they climb onto small sturdy steps to reach the sink to wash their hands. Babies lie comfortably in padded rocker chairs and toddlers sit on child-sized chairs at low tables. This helps them feel secure and supports their early independence as they sit safely to play.

Parents receive copies of the childminder's policies and procedures, which helps them to know how their children are cared for. They are kept well informed of their child's activities. A daily diary is shared with them noting children's play and care needs. This gives some opportunities for parents to be involved in their child's learning, although this is not developed through the childminder clearly identifying and sharing children's next steps. The childminder attempts to liaise with other providers children attend, such as through sharing the daily diary, although these have not yet been successfully established to provide better continuity and progression in children's learning. The childminder reviews some areas of her provision. For example, she has attended several training courses to develop her own knowledge of child care and development. Play areas have been reorganized and more toys obtained to support children's interests. As a result, improvements are made which promote their learning and development. However, evaluation systems are not sufficiently established so that all aspects of practice are consistently monitored. For example, some documentation to support children's well-being, such as parental permission forms, is not always effectively organised or consistently accessible. This impacts on how effectively the childminder is able to monitor and support some aspects of children's welfare.

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

Children's individual routines are recognised well. For instance, babies are cuddled and fed before they get tired. As a result, they settle comfortably to sleep. Children are provided with a range of appropriate play activities. They colour and stick their decorations on paper Christmas trees. Their creative and physical skills are challenged further as they decorate different shaped baubles. Children explore

colour and texture through their painting activities or as they play with sawdust or jelly. They have fun hunting for their toy dinosaurs hidden in the sandpit and like to dig in the garden. Children like to count in their play. They help the childminder count the number of steps they take between the gates at the school where they collect their older friends. They talk about the colourful numbers on the poster displayed and match the toy egg number game pieces together. They learn about shape, space and size as they attempt to do their favourite puzzles. Consequently, children begin to develop their early mathematical awareness through their play. These activities help them steadily progress and develop skills that support their future learning.

Children visit a local park or sometimes go to a soft-play centre where they can climb, crawl and jump freely. This provides children with fun opportunities to exercise and develop their physical skills. Children go on exciting outings. For instance, they visit a nearby manor house and have a tea party. They buy some sunflower plants there and see how these grow very tall. They help to pick runner beans or tomatoes from the garden and plant some pumpkin seeds. As a result, they begin to develop an understanding and enjoyment of their natural world. Children's achievements are observed by the childminder and help her see what they enjoy in their play. This supports the planning of further activities to encourage their participation. However, systems to consistently identify their next steps of learning are not yet fully established to enhance their progress further.

Children wear reflective jackets on their walks and learn to look and listen with the childminder as they cross roads. They are reminded not to run ahead and to be careful on their walks. This helps children develop an understanding of keeping themselves safe from harm. However, although an emergency evacuation plan is in place children have not practised this yet. Children are provided with home-cooked meals such as cottage pie and vegetables or pasta bake. They mostly have snacks of fruit or raisins, which helps to promote their understanding of healthy foods. Children develop suitable hygiene routines as they use liquid soap to wash their hands and have separate towels to dry them on. This helps to prevent cross-contamination. Children are encouraged to be kind to others. For instance, they talk quietly to a baby. Their understanding of right and wrong is supported overall. For example, children's efforts are rewarded with colourful stickers for trying to put their shoes on or being helpful. As a result, children develop appropriate behaviour and strategies used help develop their self-esteem.

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

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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

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