

Inspection report for early years provision

Unique reference number	154776
Inspection date	24/11/2011
Inspector	Beverley Blackburn
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 registered in 2001. She lives with her husband in Greenmeadow, Swindon. The whole of the house may be used for childminding, although most care takes place on the ground floor. There is an enclosed, rear garden for outdoor play and children regularly visit several, nearby parks. The house is within walking distance of local shops, a regular bus service to the town centre and other local amenities. The childminder is registered to care for six children under eight years at any one time. She is currently minding eight children and, of these, five are in the early years age group. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder trained as a primary teacher and has several years experience as a teaching assistant. She is a member of the National Childminding Association and meets regularly with other, local childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing well in a welcoming and caring environment. They are making outstanding progress, overall, in their learning and development and enjoy being with the childminder. She gets to know children well and observing them closely enables her to effectively meet their varying, individual needs. The childminder has excellent partnerships with parents, so that children's welfare needs are well met and information is most effectively shared. Required documents are maintained so that children are effectively safeguarded. Careful reflection ensures that the childminder has good capacity to maintain ongoing improvements to benefit children.

What steps need to be taken to improve provision further?

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

- enhance practice by supporting parents and children to further contribute to children's assessment, for example, by introducing more photographs of children at activities that show their preferences.

The effectiveness of leadership and management of the early years provision

The childminder well understands her responsibilities to protect children. She is effectively aware of the safeguarding children procedure and who to consult in the event of any cause for concern. All adults who live in her household are cleared as being suitable to be with children. The childminder adjusts her practice to keep children safe. She carries out effective, risk assessments and takes good action to

manage or eliminate risks. She completes a daily check of her home, toys and equipment, so that these are suitable and safe for children, while addressing any hazards immediately.

The childminder has a good understanding of equal opportunities and how to meet the individual needs of all children. There is good range of resources that is suitable for both boys and girls. This includes resources to promote diversity, enabling children to gain an effective understanding of the similarities and differences of people. Children enjoy a wide range of resources that is easily accessible to them and frequently rotated to maintain their interest. The childminder has a very good knowledge of the Early Years Foundation Stage framework. She offers highly stimulating activities in each of the six areas of learning and uses observations extremely successfully to plan the day's activities.

Excellent relationships with parents ensure that each child's needs are well met. Parents are made to feel highly welcome and their opinion is always valued. They are very well informed about the setting and most aspects of their children's learning and well-being. The childminder develops good links with other early years providers to enable continuity of children's learning experiences and their individual, welfare needs. The childminder shows that she has a positive approach to improving her provision by undertaking additional training. She uses careful reflection to assess current practice and implement ongoing developments that enhance outcomes for children.

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

Children settle well and are happy. They relax in the childminder's company and are confident in their relationships with her. The childminder always makes herself available to support and encourage children in their play. As a result, there is continuous, highly positive interaction between them. Children's imagination, learning and language are fully encouraged through practical activities, praise and encouragement.

Children are making exceptional, developmental progress. They take part in a extensive range of exciting activities, such as freezing objects, hanging them outside and watching them melt. They grow herbs in their herb garden, go for exciting rides on the bus and visit a fascinating, steam museum. Children gain excellent skills for the future. They enthusiastically enjoy sharing books with the childminder; she makes extensive use of 'props' to fully help them relate to the stories and to maintain their concentration. They are keen to learn numbers, shapes and colours, as she points these out when reading to them. Babies hugely enjoy sensory play, such as mark making in the gloop or exploring the many different objects and textures in the treasure basket.

Children are fully encouraged to be independent and choose their own toys and activities, which are rotated regularly to maintain interest. They are highly active, inquisitive and independent learners, making decisions in their play. Planning is

flexible and, at times, includes more structured activities to focus on children's learning, such as board games, art and craft and cooking. The childminder fully encourages children's language as they talk together throughout the day about what they are doing, to help children express themselves fluently. She nurtures the younger children's learning of new words through listening to stories and singing songs. The childminder makes excellent use of her early years knowledge to closely observe the children. Her systems to identify children's next steps towards each early learning goal are highly effective and those for recording assessment contain much written detail. Photographs of children participating in chosen activities are sometimes included to make this more appealing and to encourage parents and children to add their contributions.

Children gain a good understanding of a healthy lifestyle. They have regular opportunities for physical exercise and fresh air. They enjoy playing in the garden, going to the river to feed birds or walking around local areas. Visits to parks and garden centres provide opportunities for children to run and climb and well develop their physical skills. Children enjoy healthy, nutritious snacks and lunches. The childminder has a good understanding of children's special dietary needs. Children have regular access to drinks and fresh drinking water. A well-established routine is in place to enable children to adopt good personal hygiene. Positive steps are taken to prevent the spread of infection through a careful, hand washing routine. The childminder has recently updated her first aid qualification and has a good system in place for recording accidents to help keep children safe.

Children are cared for in a well maintained, secure and safe home. They are supervised well, both in and out of doors. Children learn through discussing and practising safe evacuation from the house in the event of a fire. They have regular opportunities to learn about road safety, so that they look and listen out for vehicles when walking to and from school. They become aware of the childminder's safety measures, such as the fire blanket, smoke alarms and appropriate safety gates. Children are valued as individuals and each receives praise and encouragement so that they learn to take turns and share. The childminder has a calm, friendly manner and is a positive role model. Children are well behaved and respond positively to the childminder's sensitive approach and gentle guidance. Children are beginning to develop a good understanding of the wider world, as they actively explore their surroundings with curiosity and interest.

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	1

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	1
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	1

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
--	-----