

Inspection report for early years provision

Unique reference number	EY257459
Inspection date	01/12/2011
Inspector	Sara Bailey
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 registered in 2003. She lives with her teenage son in Somerton, Somerset. Childminding only takes place on the ground floor. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years of age, three of whom may be in the early years age range at any one time. She currently has two children on roll within the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets all welfare and learning and development requirements but is not aware of the links between her practice and the Early Years Foundation Stage. She has not used the Statutory Framework in implementing the changes to maintain continuous improvement, but does act upon advice and introduces some changes that benefit the children. She sufficiently supports children's health and safety, but medication and accident records do not contain sufficient detail to fully support this. Activities and resources help children make steady progress, although planning and observations do not link to all six areas of learning to ensure there are no gaps in provision. The childminder has effective partnerships with parents and is beginning to share some information with other settings they attend, which sufficiently supports continuity in their care and learning.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information with parents and between providers in order to further meet children's individual needs
- improve planning, observation and assessments to show children's starting points, progress towards each of the six areas of learning and identified next steps in order to further meet individual needs
- improve the detail in records relating to accidents and medication to show the full names of children, times and dates
- make use of any training made available by the local authority and other sources to further improve knowledge of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sufficient knowledge of how to safeguard children. For example, she is aware of what to do if she was concerned about a child and has safeguarding policies in place, which are in line with requirements. This is an improvement on her knowledge and information available at her last inspection, as a recommendation regarding safeguarding has been appropriately addressed. This shows sufficient commitment to continuous improvement. The childminder conducts and records risk assessments of the home and each outing, which helps to protect children. The childminder maintains required records, but some lack detail. For example, although there is a record of medication given, records do not show the year of administration. Although there is a record of accidents, these do not always record the child's surname or the time of the accident. This does not fully support children's health and safety.

Partnerships with parents are appropriate. The childminder has informal discussions with parents to share information. She rings parents to obtain verbal consent before given children an alternative to the food they provide for their children, which is effective partnership to ensure children's individual needs are met. Parents have only been receiving information about their child's learning and development for about 18 months as the childminder did not implement the Early Years Foundation Stage prior to this, even though it has been operational since 2008. Parents are encouraged to look at their children's learning journey files and make comments about their development, which is positive at involving parents in their child's learning linked to their time at the childminder's. The childminder takes and collects children to other settings and talks to them about children's general well-being. However, she does not always seek or use information effectively to further support children's achievement.

The childminder's own self-evaluation is a true reflection of the inspection findings, which shows the childminder is aware of her strengths and weaknesses. She has sought advice and support from other childminders and agencies and made changes. However, her planning, observation and assessments have been cut back to such a minimum that they no longer show how activities link to each of the six areas of learning, show starting points, progress towards the early learning goals or identify children's next steps. This is a backwards move from how she initially implemented the Early Years Foundation Stage. The childminder has a satisfactory knowledge of children's progress but this is not matched to the information recorded and shared with parents. The childminder is very aware that her knowledge of the Early Years Foundation is weak. Although she is meeting all the specific legal requirements through information and support given to her, she is unaware of the Statutory Framework for the Early Years Foundation Stage and the importance of the document. The childminder is positive about the inspection process and ways to further improve the outcomes for children. This shows sufficient commitment to continuous improvement.

The childminder's home is well presented and space is well organised to enable children to be independent learners. She is able to supervise all areas well as only

the ground floor is used, with its own bathroom facilities. She has different areas for different activities, such as the kitchen table for messy activities and the lounge for general play, with a large toy box containing a range of age-appropriate toys for children to self-select from. Equality and diversity is adequately promoted through boys and girls having the same access to activities and some toys promoting diversity. The childminder also uses selected children's television programmes for short periods of time to promote diversity.

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

Children enjoy a suitable range of activities and make steady progress in all areas due to their experiences. For example, children enjoy regular visits to toddler groups to mix with other children, participating in planned craft activities linked to topics such as Christmas and freely play with their favourite toys to meet their individual needs. Children show concentration as they engage in a sticking activity for a long time, using their skills to decorate a prepared felt Christmas stocking with jewels. They make independent choices as to when they have finished and get down, which shows they are confident and secure. They are beginning to develop skills for the future with their language, problem solving and understanding of the wider world through outings and exploration of topics.

Children generally get on well with their peers, although some children need the assistance of the childminder to manage squabbles and ensure one child does not dominate another. Children are beginning to learn about turn taking and sharing. They are happy and settled with positive, fun relationships with the childminder. They benefit from her praise and encouragement and display confidence from her terms of endearment.

Children are beginning to show an understanding about healthy lifestyles by following appropriate personal hygiene routines before eating. Young children still need prompting to wash their hands after using the toilet independently. Children are beginning to learn about healthy eating through the promotion of fruit at snack time and a range of generally healthy lunch box food provided by parents. This is sometimes substituted with biscuits or jam sandwiches when children will not eat, because she knows children like this. Young children help themselves to their water bottles as they play, knowing when they are thirsty. Children enjoy being active with physical play in the garden, at the park or at toddler groups.

Children are developing a sense of how to stay safe from the childminder's discussions. They have clear boundaries of which areas to use within the home through effective use of safety gates. Children feel safe with visitors present due to the childminders reassurance. Children participate in regular fire drills with the childminder and confidently tell the inspector what they do when they hear the whistle. This shows their understanding of how to stay safe in the event of a fire.

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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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