

Inspection report for early years provision

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Inspection date	31/01/2012
Inspector	Rachael Williams
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 was registered in 2001. She lives with her husband and two children in Winscombe, North Somerset. The family care for two cats. All areas of the home are used by minded children. There is a fully enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register for a maximum of four children under eight years; of these to may be in the early years age group. At present, the childminder cares for five children; three of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well as positive and caring relationships are established with the childminder. The childminder has a child-centred approach to promoting learning through play consequently; children make generally good progress in their learning and development. Welfare, including safeguarding arrangements, are promoted effectively. Overall, the childminder has good understanding of each child's needs because she shares information well with parents and other early years providers. The childminder considers the service she provides and, on the whole, clearly identifies where she has made some improvements that support children's wellbeing. As a result, the childminder demonstrates she has the capacity for ongoing improvement in order to achieve and sustain good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems to assess children's progress which includes contributions from parents.
- update the self-evaluation systems on a regular basis in order to monitor the impact on outcomes the children.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of child protection issues. She has attended recent training to keep her knowledge in this area up to date. She understands the procedures to follow should she have any concerns about the welfare of a child within her care. Robust systems have been established to ensure the safe collection of children by authorised adults. Children are kept safe and secure through the good implementation of procedures and practices. Adequate risk

assessments have been completed of all areas used by the children. Effective use of risk assessments of outings and procedures promote children's safety and well-being on outings. Children become aware of their own safety as the childminder leads by example and establishes sensible boundaries.

Good use is made of the local environment to enhance children's experiences for instance, visits to the library to promote children's enjoyment of books. The learning environment is well-organised. For example, children are able to make independent choices as there are plenty of toys and resources stored in low level boxes; these include a suitable range of resources to portray positive images of a variety of people in our society. The childminder is keen to update her knowledge of early years development and accesses relevant training such as, inclusion and quality improvement. Children are involved in activities to promote their understanding of diversity for instance; they enjoy making concertina dragons for Chinese New Year.

The childminder builds good relationships with the parents so that information is regularly shared for instance, through the use of a daily communication diary. Parents comment favourably on the 'relaxed, homely environment' provided and how 'activities complement the school' curriculum. The childminder works effectively in partnership with the local school to promote continuity in children's care, learning and development. She plans appropriate activities to support the topics and themes the children are engaging in at school. For example, when the children were exploring the 'light and dark' theme the childminder escorted the children to a local tunnel on the Strawberry Line where they were able to explore and investigate their environment using torches.

The childminder is developing her systems to monitor the service she provides. These include self-evaluation, advice from the local authority and reflective discussions at net work childminding groups in order to maintain continuous improvement. The childminder has recognised the need to improve the environment and has recently purchased shelving to store pictorially labelled toys and resources so that children can make independent choices about their play and learning. However, the self-evaluation system is not updated regularly in order to monitor the impact of changes.

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

Children are very content in the homely environment and confident to explore independently. For example, babies show their excitement at the interesting and stimulating range of resources they can access and are very vocal in their appreciation as they are comfortable in the relationships established with the childminder. The childminder has good knowledge of how to challenge the children in her care. For example, additional resources are made available to support a baby's developing mobility skills such as, an activity walker. Children thoroughly enjoy the individual attention they receive. For example, a child enjoys repeatedly exploring a spinning top with the childminder and jigs in response to the music.

Seeing this developing interest the childminder promptly initiates other activities to support the child's learning. For example, she provides a range of musical instruments for the child to explore and accompanies the music with rhymes which the child is absorbed by. Children love exploring books. For example, a baby 'babbles' contentedly to the creature on the page as she uses her senses to explore his fur. The childminder has good knowledge of children's starting points through her initial discussions with parents. However, contributions of home achievements are not consistently shared to further promote the planning of activities. The childminder makes sensitive observations and, through summarising children's achievements at the end of each term, identifies children's learning priorities.

The childminder works closely with parents to provide children with snacks and meals which meet their special dietary requirements. For example, the childminder is working in partnership with parents to progress a young child on to finger food in order to encourage their independence. Healthy and nutritious meals are provided for the children such as, stew and pasta dishes. Children begin to understand the importance of healthy lifestyles through regular outdoor experiences and gardening activities where they are able to plant, harvest and eat a range of fruit and vegetables. Through positive reinforcement by the childminder children are learning hygiene procedures. For example, baby's hands are wiped before eating whilst older children wash their hands independently, drying them on individual flannels to prevent the spread of infection. Children feel safe and secure with the childminder as she has good knowledge of their home routines so that their needs are met. For example, the childminder is aware when young children become tired and promotes their safety and well-being whilst they sleep.

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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