

Inspection report for early years provision

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Inspection date	15/02/2012
Inspector	Zahida Hatia
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 2011. She lives with her husband, and two adult children in Purton, near Swindon. The whole house is registered for childminding but children mainly use the ground floor. There is a downstairs toilet for children to use and an enclosed garden available for outside play. The childminder has four rabbits as pets. The house is within easy walking distance of shops, parks and a toddler group and the childminder is willing to take and collect children to and from a playgroup and a primary school.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder establishes warm and caring relationships with children, satisfactorily promoting their welfare overall. She implements suitable procedures to gather information from parents in order to meet children's individual needs and to create an inclusive environment. Although most records are well maintained, the childminder does not currently meet all legal requirements relating to children's welfare. The childminder provides a suitable range of activities to enable all children to make steady progress in their learning and development. Although the childminder develops positive relationships with parents, links with other settings involved with children's care are not yet fully established. The childminder demonstrates a suitable capacity to improve, as she is beginning to reflect on her practice to identify and address some areas of weaknesses to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact with the child; and who has parental responsibility (Safeguarding and promoting children's welfare)

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

- develop systems for sharing information about children's learning and development with other providers for children who attend more than one setting
- further develop systems for evaluating practice, to accurately identify key strengths and weaknesses in all areas of the provision, to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues, including procedures to follow should she have any concerns about a child in her care. She understands her responsibility to protect children, ensuring all adults living on the premises undergo suitability checks. This helps to safeguard children. The childminder has developed a range of written policies and procedures to improve her practice, which she uses effectively to improve her practice. The childminder completes risk assessments for her home, garden and all outings, and keeps a written record of these. This helps keep children safe inside and outside of the home. However, the childminder has not obtained information about who has legal contact with the child and who has parental responsibility. This is a breach of a legal requirement.

The childminder meets with parents before children attend her setting in order to find out about their children's individual needs. She also gathers any relevant information relating to the children, such as their likes, dislikes and their favourite toys. This helps to settle new children quickly into a routine. The childminder has sound systems in place to share information with parents. She keeps them suitably informed about their children's day through daily conversations, using a daily diary for younger children, and by sharing written observations. The childminder understands the importance of working in partnership with other early year's providers where children in her care attend more than one setting. However, systems for sharing information about children's learning and development with other providers are not yet fully established.

The childminder's home is welcoming and inclusive and she promotes equality and diversity in a very natural way which is meaningful to the children. Children express themselves freely and are secure in the knowledge that they will receive a warm response. The environment is organised appropriately, which ensures that children are able to independently access toys and resources, helping to raise their sense of belonging and self-esteem. The childminder has a sound understanding of special educational needs and disabilities. This enables her to provide sensitive support to children and help them to enjoy being in the setting. She is able to adapt activities to ensure that all children can access them. The childminder has begun to review her practice by using the Ofsted self-evaluation tool. However, not all areas of the provision have been fully reviewed in order for her to gain an accurate picture of her overall strengths and weaknesses for future development.

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

Children are settled with the childminder. She satisfactorily promotes their welfare, learning and development in the homely environment. Children are happy, secure and making suitable progress in relation to their starting points. They participate in an adequate range of activities on offer and display good levels of self-esteem and security. The childminder knows the children well and describes their individual needs and interests. She observes children on a regular basis and generally uses her findings to help plan an appropriate range of experiences for all children. She has developed effective methods for identifying the next steps in the children's learning. Children benefit from a balanced range of adult-led and child-initiated activities.

The children are interested in the activities and toys the childminder provides and are engaged in their play. They enjoy mark-making activities using paints, pens and crayons. The childminder provides creative resources and activities such as decorating individual cloth bags. Some children have glued on flowers and felt shapes, while others have labelled the bags with their own names, using special pens. The childminder displays a selection of children's work on the kitchen walls, which helps children to feel part of the setting and with the knowledge that what they make and do is celebrated. Children's speech is developing well and they converse happily with the childminder and visitors. The childminder encourages children's independence and social skills and this helps to prepare them for the future. Younger children explore their surroundings with confidence and security. They enjoy investigating natural materials and playing with interactive and programmable toys that react when buttons are pressed. Older children use a keyboard to make up tunes and sing along with their friends.

Children are well-behaved, as the childminder uses a positive approach to managing behaviour that takes into account children's different levels of understanding. Children enjoy using their imagination as they dress up and explore a range of small world toys. They love to play 'dens' in the pop-up tent, relaxing as they read their favourite books. Children's mathematical skills are developing because the childminder counts with them as they play. For example, children happily count how many girls and how many boys are present each day. They estimate how many plates and cups they will need for snack and lunch times, asking each other if they are staying for lunch or tea time.

All children enjoy being outdoors and the childminder makes suitable provision for them to benefit from the fresh air by taking them out for walks or trips to the park and local play area. Children have a suitable understanding of how to keep themselves safe. For example, they understand the need to sit down when having a drink and are aware of the dangers of running indoors. They learn to adopt healthy lifestyles as they spend time out of doors in the fresh air and take exercise each day. The childminder provides appetising snacks and drinks that encourage the development of healthy tastes and preferences, keeping children from feeling thirsty throughout the day. Consistent routines, such as hand washing before

meals and after toileting, teach children the importance of personal hygiene.

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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