

Inspection report for early years provision

Unique reference number	EY434604
Inspection date	28/03/2012
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.

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 2011. She lives in Street, Somerset with a lodger. All areas of the home are used for childminding purposes. The setting is close to local amenities. There is an enclosed, rear garden. The childminder has a pet cat.

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 old, of whom three may be in the early years age range. The childminder currently cares for six children, all of whom are in the early years age range, on a part-time basis. The childminder is registered to provide overnight care for two children under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development as the childminder provides an appropriate range of activities and experiences. However, learning priorities are not routinely identified in line with children's stage of development. Generally, the childminder promotes children's welfare satisfactorily though not all documentation regarding safeguarding procedures is readily available to embed understanding of the processes. The childminder establishes caring relationships so that children feel welcomed in a supportive environment where their individual needs are respected and satisfactorily met. She establishes suitable relationships with parents to promote continuity of care, although they are not effectively contributing to children's learning or evaluation of the provision. Although the childminder has only recently begun to care for children, she demonstrates satisfactory capacity for ongoing improvement through self-evaluation arrangements.

What steps need to be taken to improve provision further?

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

- improve knowledge of the guidance set out in the publication 'What to do if you are worried a child is being abused' and ensure working policy is in line with Local Safeguarding Children Board local guidance and procedures
- develop a systematic and routine approach to using observations and assessments to plan next steps in a child's developmental progress which relate to their stages of development
- develop partnerships with other early years settings to promote continuity of care and learning for each child
- seek parents' views on the service provided to support evaluation of its

strengths and areas of development and extend opportunities for parents to contribute to their children's learning.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment for children to explore independently. She completes daily checks and monitors the provision throughout the day, tidying toys and resources away to avoid possible tripping hazards. Appropriate safety measures are in place, such as safety gates to prevent children accessing the first floor and the kitchen without supervision. Satisfactory risk assessments are completed, identifying some possible hazards in the home which are checked regularly. The childminder is aware of maintaining records to share with parents to promote children's well-being, such as accident and medication records. At present, she has not had the need to complete these. The childminder has basic knowledge of safeguarding procedures to maintain children's welfare, should an incident occur. She does not have the necessary literature to further promote her understanding, such as, 'What to do if you are worried a child is being abused' and the Local Safeguarding Children Board's guidance and procedure.

The childminder has considered the service she provides and is aware of possible improvements to the provision. For example, she recognises the need to explore further festivals and traditions to support children's understanding of diversity. At present, the childminder is embedding her knowledge of the Early Years Foundation Stage framework into her practice. This is before attending network groups and liaising with early years advisers to further promote the service she provides. As yet, the views of parents are not effectively sought to further develop the provision. The childminder demonstrates sufficient capacity to maintain continuous improvement.

The childminder has provided an exciting, learning environment for children, which is roomy, light and airy. It is well equipped with a broad range of toys and resources which are easily accessible in low-level units. These include those to reflect positive images of a variety of people in our society. Consequently, children are able to make independent choices about their learning. Children have a wonderful sense of belonging as the childminder has ensured that children have an individual drawer for their personal possessions and a book bag to take home each day. Good use is made of the local environment, for instance, visits to the local farm.

The childminder is beginning to develop sound systems to share information with other early years settings which children attend to provide continuity in their care, learning and development. For example, the childminder has liaised with another nursery to promote continuity for a child during mealtimes. Positive relationships are established with parents who receive detailed information on daily activities. Consideration is given to obtaining appropriate information about children's starting points and capabilities during their settling-in arrangements. The childminder works closely with parents to monitor any concerns so that she can take prompt action to support children with special educational needs. Parents

comment favourably about the service provided and how their children thoroughly enjoy their time with the childminder as she is 'incredibly welcoming and reassuring'. As yet, parents do not effectively contribute to their children's learning through sharing achievements from home.

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

The childminder has established caring relationships with children in a very short time. She is responsive to their needs as they enter the provision. To support new children to settle, they sit comfortably on the settee to share favourite stories. Consequently, children learn suitable skills for the future as they develop their communication skills as they respond to questions. Children's behaviour is good as they are clear on expectations and boundaries. Children suitably engage in activities and there is little opportunity for them to be bored or disinterested through the interactions of the childminder.

Children thoroughly enjoy their water play as they safely explore the garden as the childminder has taken careful consideration for sun safety. They fill and empty containers happily and enjoy watering the plants. They show sound control of tools as they use them purposefully to dig in the soil. Children are able to link their experiences. For example, a child comments, 'Spoon dirty, I wash it' and confidently accesses the water tray to clean it. Children show appropriate fine motor skills as they press the buttons to cause an effect on the electronic till. The childminder interacts appropriately with children to guide their play. For example, she suggests that children make a list of the things they would like to buy when they go shopping.

The childminder plans activities according to children's interests and is flexible in her approach as children attend for short periods. For example, the childminder suspends a focused activity of chopping fruit for printing as children are keen to play outside and to use scissors in their creative endeavours. The childminder is beginning to make observations of children's achievements. However, these do not effectively influence future planning as children's learning priorities are not systematically identified in response to their stage of development.

Children become aware of their own safety as they engage in regular fire drills which are documented in detail. The childminder supports children's understanding of safety through small world activities where children enjoy exploring the fire engines. Children enjoy healthy snacks and meals which successfully meet their individual requirements. A parent is delighted that her child is eating a healthy and nutritious diet, while socialising with other children at the provision. Children are aware of their own needs and access their drinks independently when they are thirsty. The childminder encourages oral health as children are encouraged in their routines to brush their teeth at appropriate times. The childminder has established hygienic routines which well support children's understanding of keeping themselves healthy. For example, young children are aware which towel is theirs to dry their hands after nappy changing and before eating. Children access tissues

independently to wipe their runny noses and dispose of them hygienically.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The extent to which children make a positive contribution	2
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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