

Inspection report for early years provision

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Inspection date	26/11/2009
Inspector	Bridget Copson
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 was registered in 1998. She lives with her husband and four children aged 12, nine, six and five years in Somerton, Somerset. The whole of the house is available for childminding as well as the garden for outdoor play. The family has two cats, two hamsters and goldfish.

The childminder is registered to care for a maximum of four children at any one time, three of whom may be in the early years age group when working alone. This is extended to seven children under eight, of whom five may be in the early years age group when working with an assistant. She is currently minding three children in the early years age group as well as children over five years to ten years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met appropriately by the childminder through organised record keeping and working in partnership with parents. Children's sense of belonging is promoted suitably to ensure they are all included and their interests supported. Their learning is planned and monitored appropriately, although systems do not encourage children to develop to their full potential in all areas of learning. As a result, children are making adequate progress through the Early Years Foundation Stage (EYFS). The childminder has made some improvements to the quality of her provision since registration to further promote the Every Child Matters outcomes for children. However, she does not have an effective system of identifying weaknesses in her provision to improve standards of hygiene, partnerships and to monitor records.

What steps need to be taken to improve provision further?

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

- improve the risk assessments for outings to ensure all potential hazards are identified and addressed
- ensure all areas of the provision are kept clean and hygienic to promote children's health, especially in the play room and ground floor toilet
- promote children's learning and development through identifying their next steps of learning on an individual basis to encourage them to develop to their full potential in all areas
- develop links with other settings involved in children's care and education to promote consistency.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded appropriately by the childminder who uses records, policies and procedures to promote their safety and well-being. Risk assessments are carried out to keep children safe and secure at home and on outings. However, the assessments for outings are basic and do not identify many potential risks children may encounter. The childminder has a secure understanding of her child protection responsibilities and the procedures to follow to safeguard children.

The childminder has a suitable understanding of the EYFS. She interacts in children's play to keep them interested and involved and adapts activities to ensure all children are included equally. For example, using simple pictures in memory games for younger children to allow them to join in with older children. She creates a positive environment in which she encourages children to consider the feelings of others around them, and provides children with encouragement and praise to raise their self-esteem. Children have some opportunities to learn about diversity within their local community as well as the wider world. For example, using play provision reflecting positive, if not always realistic, images of different cultures, needs and disabilities.

The childminder has some systems for evaluating the quality of her provision. For example, the Somerset Childminding Network assessment, regular meetings with the local childminding group and visits from the local authority. She has updated her knowledge and skills through attending training courses and workshops since registration. This includes the National Vocational Qualification at level 3 in childcare, learning and development, and workshops in medication administration, safeguarding children and the EYFS.

The childminder has established sound partnerships with parents. She provides them with comprehensive information on admission to support them in making an informed choice. Parents provide details of their children's needs, and agreements are signed to promote consistency. Parents are kept suitably informed through displays and daily communication, and are encouraged to contribute their views through completing questionnaires. Some children attend other settings, but limited communication has been established with these providers to promote consistency of their care and learning.

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

Children play with a good range of age appropriate resources to support their interests and learning, and some of which are accessible to promote their independent play. Children benefit from a daily routine offering a balance of free choice and organised activities, as well as regular trips to toddler groups and local play facilities. The childminder observes children in their play and extends challenges as they progress. She has recently introduced a Personal Pathway

assessment book for each child which provides a reflection of their stage of development. However, this is not yet used to plan their next steps of learning to encourage children to develop to their full potential in all areas, and on an individual basis.

Children arrive happy and settle in well. They demonstrate a sound sense of well-being and developing independence; for example, exploring by themselves and linking up with others to create their own games. Children behave well and are developing positive attitudes towards others through learning to share and take turns. Children communicate their needs and feelings appropriately and are encouraged to express their thoughts and news through discussions with the childminder and their friends. They listen to the childminder's guidance and respond appropriately, for example, a child tells another 'we must play nicely'. Children have some opportunities to count, and to problem solve using puzzles, activity toys and programmable resources. Children use their imaginations with small world, role play and constructional activities, and extend their imaginative play through combining resources.

Children demonstrate a sound sense of security within the childminder's care and move around freely and safely. They learn about keeping safe through road safety guidance on walks. Children's health is promoted adequately. For example, they learn to wash their hands appropriately, enjoy fresh fruit snacks daily and have access to their own drinks bottles at all times. However, not all areas of the house are kept clean and hygienic to further promote their health. This especially applies to the play room carpet, toy boxes, some play provision and the toilet. Children benefit from regular physical play activities within the garden, local indoor soft play centres and parks and walking regularly.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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	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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