

Inspection report for early years provision

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Inspection date	15/10/2009
Inspector	Beverly Anne Brimble
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1998. She lives with her husband, two adult children and one child aged 12 years, in a four bedroom house in Bradford-on-Avon, near Trowbridge. The ground floor is mainly used for childminding which includes a lounge, conservatory, family room and kitchen/dining room. Toilet and sleeping facilities are provided on the first floor. There is a safely enclosed rear garden for outside play. The family have one cat, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time, of whom three may be in the early years age group. There are currently six children on roll in the early years age group. The childminder also cares for children over the age of eight. The childminder is a member of the National Childminding Association and the Wiltshire County Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have formed a strong bond with the childminder who has taken excellent steps to ensure that they play in an environment where they feel safe and secure. The provision of interesting activities and experiences, fully supports children's individual learning requirements. They make good progress in all areas of learning because the childminder is skilled at interacting with them and has a good understanding about how children learn new skills. The childminder knows the children she is caring for very well, and the partnerships with parents, local schools, pre-schools and other agencies are extremely well established. This provides children with continuity and coherence in their individual care and learning needs. The childminder is enthusiastic about her provision and has a good capacity for continuous improvement. She regularly attends training to further her knowledge and skills.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the garden area all year to provide further opportunities for children to freely explore across all areas of learning
- further extend information gathered about children's starting points so their strengths and interests can be built on.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well, because the protection of children is paramount to the childminder. She has a very good understanding of safeguarding issues and procedures, and is fully aware of her responsibilities with regard to child protection. Children's safety, health and welfare are further promoted through effective implementation of childminding policies and procedures. Comprehensive risk assessments are carried out on all types of outings undertaken, the home and garden areas and identified hazards are immediately addressed. In addition to this, good supervision and support is provided, as a result, children flourish in the safe and secure environment. The home has been organised well to allow children to move around freely and easily access a good range of resources. Clearly labelled boxes of toys help children to gain confidence in making choices and they happily fetch their favourite books to share with the childminder.

The childminder has outstanding relationships with parents, they have a very effective, positive working relationship where parents' wishes are respected fully. Parents are given good quality information about the provision including policies and procedures, and they have access to all written records. The childminder takes time to communicate with parents verbally every day and provides parents of younger children with a diary book to support verbal communications. Parents are regularly encouraged to read and contribute their own comments and observations to their children's learning journeys, ensuring they are fully involved in their children's development and learning. Parents speak very highly of the care and activities offered and about how well children's individual needs are met and respected. The childminder has developed strong links with other early years settings and professionals that children have contact with.

The childminder has a clear and realistic awareness of her own provision; she strives to provide the best possible care for all children, attends training courses, is part of the local network quality assurance scheme and ensures she keeps up-to-date with childcare issues and practices through liaising with other professionals. She has clear priorities and targets for improvements, such as continuing to develop the use of the garden to offer a broader range of activities across all areas of learning throughout the year. The childminder actively promotes equality of opportunity and inclusive practice. Anti-discriminatory policies are in place, positive images of people in society are represented in children's books and play equipment and activities are undertaken to widen children's awareness of diversity and difference.

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

Children enjoy their play and are very happy and settled in the childminder's care. They have very good relationships with her and turn to her readily for support, showing that secure trusting relationships have been formed. They smile happily as they sit on the childminder's lap for a cuddle and enjoy the close, loving

interaction they receive from her. Children communicate in a variety of ways, such as, babies babbling and squealing with delight and excitement, and toddlers often using single and two-word utterances, such as 'look' and 'my drink'. They start to show an interest in books as they enjoy reading stories with the childminder, pointing out and identifying familiar objects. Babies freely explore the environment and objects using their hands and mouth. They show great interest in toys incorporating information technology, as they operate cash registers and musical telephones by pressing buttons. Children develop an awareness of number as the childminder encourages them to count with her when building a tower of stacking cups. Children's creativity is effectively encouraged through art and craft activities, for example, painting, sticking and play dough.

The childminder helps children to learn by spending time talking to them and asking questions. She has a good understanding of the Early Years Foundation Stage framework and provides a stimulating learning environment covering all areas of learning. The childminder finds out about each child on entry to the setting through parents completing an 'all about me' form. However, detailed developmental information of what children can already do is not included. The childminder records children's progress using photographs and sensitive observations, which she uses to identify the next step in their learning. Children make good progress in all areas through a balanced range of adult and child-led activities.

Emotional relationships are forged with the childminder enabling children to form secure attachments and feel safe in the caring environment. Children show they feel safe as they confidently and independently make choices, helping themselves to toys and approaching the childminder if they need help. Children are developing a good understanding of dangers and how to keep themselves safe through discussions and everyday activities. For example, being reminded by the childminder to hold her hand when going downstairs and talking about road safety when on outings. Children are learning very good routines for a healthy lifestyle. They practise good procedures for their own personal hygiene as younger children have their hands and faces wiped for them and older children are encouraged to do so themselves. Children enjoy nutritious snacks provided by the childminder and have easy access to drinks. They start to learn about healthy foods as they help to grow beans, peas and tomatoes in the garden. There are daily opportunities for fresh air and physical activity which include walking to and from school and regular visits to the park and soft play centres, where children use equipment such as swings, slides and climbing frames to develop large muscle skills.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	1
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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