

Inspection report for early years provision

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Inspection date	29/07/2010
Inspector	Penny Wood
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 1995. She lives with her husband and four children aged between 17 and two years in Marlborough, Wiltshire. With the exception of the main bedroom, the whole of the home is registered for childminding and there is an enclosed garden for outdoor play. The childminder is able to walk and drive to local schools and pre-schools. The family have an assortment of pets, including cats, chickens and guinea pigs.

The childminder is registered to care for a maximum of three children under eight years old at any one time, of whom, one may be in the early years age range. She currently has three children on roll aged between one and 15 years old. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and at ease within the childminder's homely environment. The childminder adopts good strategies to ensure she is able to meet children's individual needs. For example, she has forged strong partnership with parents. Children of all ages play well together. They have access to a vast range of resources and activities, which promote their learning well. The childminder promotes learning through play. The childminder is proactive in ensuring she continues to promote high quality provision.

What steps need to be taken to improve provision further?

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

- continue to monitor the garden to ensure hazards are kept to a minimum

The effectiveness of leadership and management of the early years provision

Children benefit from the childminder's sound understanding of safeguarding. She has a good knowledge and understanding of her child protection policy and is clear on the action to take to promote children's welfare. Within the home good measures are in place to reduce hazards. However, within the garden not all hazards have been kept to a minimum, such as garden tools being put away after use. Good strategies are in place to promote children's safety on outings.

The childminder has effective systems in place to evaluate her provision. She is very experienced, having been a registered childminder for 15 years and uses her experience well to ensure she provides high quality care for children. Despite being so experienced, she continues to make use of further training opportunities to

enhance her knowledge and skills.

The childminder uses her resources effectively. Space is used well to allow children plenty of room to play and access activities, both within the conservatory and the living room. The rear garden is an excellent area for children, with an exciting range of resources available to them, such as a climbing frame, a large wooden pirate ship, cars and tricycles.

The childminder promotes children's good health. She provides healthy options for meals and snacks and ensures children have access to drinks when thirsty. The childminder maintains a current first aid certificate. All health documentation, such as the accident record, is completed in appropriate detail and shared with parents ensuring they are informed of events.

Parents have access to a good range of policies and procedures, which reflect the childminder's practice. The childminder ensures that she allows time to discuss children's dispositions at the beginning of the day. This allows her to adapt her provision according to children's individual needs. The childminder has a good understanding of the value of working with other providers and agencies that support individual children. She promotes inclusion well, ensuring that all children can participate in age appropriate activities, either as an individual or as part of a family group.

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

Children arrive at the childminder's home with big smiles. They enter with ease and quickly settle into their play. They are clearly confident and feel safe within the childminder's homely environment. They enjoy access to a vast range of resources, which promote children's development across all six areas of learning. They are able to make choices and follow their own interests. The childminder offers praise and encouragement, which boosts children's confidence and self-esteem.

The childminder has a clear understanding of where children are within their learning journeys. She has good systems in place to ascertain children's stages of development and provides play opportunities accordingly. Children enjoy opportunities to attend toddler groups and music sessions where they are able to develop their social skills and play with their peer group.

Regular opportunities for children to visit local play parks and to play in the garden encourage children to participate in healthy exercise. They are developing their physical skills, particularly body strength and coordination. Children are gaining an understanding of good hygiene routines. For example, the childminder talks about children washing their hands during the day in order to reduce the spread of germs and infections. During mealtimes, the childminder encourages children to be independent and to feed themselves.

Children are developing an understanding of safety. The childminder practises the emergency evacuation procedure to ensure it is effective and children gain some

understanding of the action to take. Rules for behaviour are re-enforced with children to ensure they behave in ways that are safe for themselves and others. The childminder places a high value on encouraging children to adopt good manners within her home. For example, children are encouraged to say please and thank you and to say sorry or hug each other following incidents.

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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