

Inspection report for early years provision

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Inspection date	14/12/2011
Inspector	Michelle Tuck
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 1999. She lives with her husband and three older children. The family lives in Trowbridge in Wiltshire. The childminder lives in a bungalow. Childminding takes place in the lounge/diner and kitchen. There is a bedroom available for a sleeping child. There is an enclosed rear garden to facilitate physical play.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a welcoming, well organised and secure family home environment, where they can play happily and safely. Activities are generally well planned to support children's learning and development well. Self-evaluation systems are not yet effectively used to promote the childminder's own skills and ensure areas for development are identified. Most information is effectively shared with parents and as a result the childminder maintains continuous improvement, providing positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems to encourage parents to contribute to their child's learning and development record
- develop further self-evaluation systems so that they build on strengths, identify areas of weakness, evaluate the impact practices have on the service offered and prioritise areas for development to ensure ongoing and continuous improvements are maintained.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder who has effective systems in place to help ensure their safety and well-being. She has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Policies, procedures and risk assessments are implemented to help ensure good standards of health and safety are maintained. The childminder has a positive approach to the continuous development of her

childminding provision. The childminder places great emphasis on the importance of inclusion and promoting the uniqueness of each child. She knows the children in her care very well and provides well for their individual needs and interests. Children are encouraged to make independent choices in their play, with access to, an overall, good selection of resources. This includes some play provision that raises children's awareness of difference and diversity in the world in which they live.

The childminder has established successful partnerships with parents who are provided with clear information regarding her provision. Parents are kept well informed through daily communication and home link books. However, they are not encouraged to share their child's starting points in their learning and development when they initially attend or to be involved in their child's learning through contributing to their child's learning journal. No children currently attend other early years settings. The childminder has appropriate systems to follow should the need arise, to promote continuity in children's care and learning. The childminder's self-evaluation systems are not yet fully effective in ensuring that she identifies areas for development to further improve outcomes for children. However, she is committed to developing her knowledge of childcare by attending training or taking advice from the local authority advisors.

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

Children are happy, settled and secure and have increasingly high levels of self-esteem. They are confident in the small group and form a strong bond with the childminder as she understands and respects their individual needs. Children play well together and are learning to share and take turns due to the consistent expectations of the childminder. She acts as a good role model and encourages children to use good manners. Children are heard saying 'please' and 'thank you' without any reminding. Children receive lots of praise and encouragement as they play, particularly when they are kind and caring towards each other, further encouraging this behaviour.

Children develop a strong sense of belonging. Extremely warm relationships are observed between the children and the childminder; as a result, children feel safe and have a strong sense of security. Children are supported in engaging in a wide range of activities, which are based on the childminder's good understanding of children's preferences and stage of development. Written observations made whilst the children are with the childminder are linked to the relevant area of learning to identify children's progress. This in turn is used to help the childminder plan future activities which will both challenge and support each child in taking the next step.

Children are provided with resources that encourage them to play imaginatively. The role play resources encourage them to act out their experiences at home, helping them to make sense of the world around them. For example, children observe the childminder changing a baby's nappy, then recreate this in their role play with the dolls and changing equipment. Craft materials such as paint, crayons,

pens and glue are available to encourage children's creativity. Sand and water and other sensory materials are provided to offer children opportunities to explore different materials. The childminder gets fully involved in children's play, extending children's learning through her involvement. Children are introduced to technology from a very early age. They use the computer or play with push button toys. The childminder interacts constantly with the children, repeating words back to them to extend and develop their vocabulary. This means that they are developing skills for the future very well. Children are developing a good understanding of numbers. They hear the childminder count aloud in many activities and explore shape, size and position when completing puzzles with support.

Children are supported well in learning about keeping safe through learning about road safety on walks and practising how to evacuate the house quickly and safely in an emergency. Children's health is promoted well within a clean and hygienic environment. Their healthy lifestyles are supported through healthy options at lunch and snack times. They also benefit from physical play activities everyday both at home and within the local community. This promotes their emerging mobility, physical development and fitness.

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	3

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	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	2
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	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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