

Inspection report for early years provision

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Inspection date	14/06/2011
Inspector	Karen Prager
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 June 2001. She lives with her husband and three school age children. They live in the Lawn area of Swindon with shops and parks within walking distance. The whole of the property is registered to be used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. She is registered to care for a maximum of three children within the early years age range at any one time. There are currently three children on roll who attend on a part time basis. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming and child-friendly environment. The childminder works closely with children's parents to meet their needs. Children make good progress in their learning and development overall, and effective arrangements are implemented to promote their welfare. Partnerships with other providers are not fully developed. The childminder evaluates her provision well and demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- link children's progress to the areas of learning and consider more detail to provide a clear record of children's progress and help plan for their next steps
- extend the dialogue with other settings that children attend to ensure greater continuity in children's learning and development through improved information sharing

The effectiveness of leadership and management of the early years provision

The childminder is focused on helping all children to make good progress in their learning and development, and promoting their welfare. She is enthusiastic and channels her efforts to good effect. The childminder takes effective steps to keep children from harm, both in her home and on outings. The front door is secure so children cannot leave unattended and risks in the kitchen have been minimised. Documentation is well maintained and easily accessible including a record of assessed risks. There are effective procedures for identifying any child at risk of harm and liaising with the appropriate child agencies.

The childminder promotes equality and diversity well, recognising children's differing backgrounds and providing appropriately for their particular needs. The childminder values on-going training to ensure her knowledge of childcare practices continues to develop. Resources are used effectively. Toys are arranged attractively around the room to be inviting and accessible to children. Children's art work is displayed on the wall. Photos of past displays are collated to make an attractive book which children enjoy looking at to recall past events. There is a large well-equipped garden which children use regularly.

Positive relationships are established with parents. Parents are shown the policies that are in place and the childminder seeks written permission for a variety of aspects regarding her care of the children when the children start attending. The childminder takes time each day to share information about the child's day and their development with parents so that they remain informed about their children's welfare and development. The childminder has established positive channels of communication with other settings that the children attend, though information about children's learning and development are not shared which means that children's needs may not be met and compromises consistency in learning.

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

The childminder successfully uses her experience as a childcarer to observe and assess children and plan for their future development. She has a good understanding of the Early Years Foundation Stage framework and how young children learn. The childminder is focused on helping all children make good progress in their learning and development, and promoting their welfare and is able to demonstrate how she does this. Observations are recorded in individual folders and the childminder carefully considers the next steps to lead children forward. These are usefully shared with parents ensuring that they remain involved with children's development. As a result children are making good progress in their learning.

The children settle quickly with this enthusiastic and welcoming childminder. Children make sound progress toward the early learning goals. They also make good progress in developing skills for the future. For example, they listen to instructions well and know where they keep their shoes when they come in. Through clear and consistent instructions children come to know what is expected of them. For example, they come to know they must stay together walking down the road. Children learn to keep themselves safe without becoming fearful. Older children learn to promote the safety of others and can say why the stairgate is in place.

The childminder's positive relationship with the children builds their self-esteem and they learn to express what they want. They play contentedly on their own and with others and demonstrate a very good level of behaviour. Children settle very quickly to play when they come into the home and are soon involved in role play

with the dough put out ready. Children sit at the table and develop their motor skills as they roll the dough and persist in pushing it through the press to make 'hair' and then cutting it with the dough scissors. Younger children explore their environment, selecting books and exploring the large floor puzzle. They listen to electronic toys, looking to see where they are. Children negotiate the environment with ease showing they are familiar with the toys, equipment and their friends.

Young children benefit from good support when washing their hands before they eat and older children show that they are familiar with the routine in place, washing their hands without support. The childminder liaises with parents to ensure that children are offered food that they like. Children sit with the childminder at the table and eat their lunch. Lively chatter makes this a sociable occasion and their food is soon eaten. Children benefit from the healthy choices they are given and can easily say which food they would like today.

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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