

Inspection report for early years provision

Unique reference number	161666
Inspection date	22/06/2009
Inspector	Sue Vernon
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and three children in a terraced house in Corsham, Wiltshire. The minded children have access to all areas of the house as appropriate. There is a rear enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At present the childminder has nine children on roll in the early years age range. She is an active member of the local childminding group. She visits various local groups, such as craft, singing and toddler groups. Her husband is also a registered childminder.

Overall effectiveness of the early years provision

Overall the quality of the provision is good with some outstanding areas. Children are very well cared for in an attractively planned environment. The childminder is skilled at building very close relationships with parents in order to carefully support the needs of each child fully. She is committed to ensuring all children are valued and included and are enabled to enjoy learning through play. The childminder has a keen interest in developing her practice and attends a good variety of workshops and training in order to continuously improve the quality of the experience each child receives.

What steps need to be taken to improve provision further?

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

- further develop the links between planning, observations and activities to ensure all children are consistently moved through the six areas of learning
- ensure all administrations of medication have written parental permission

To fully meet the specific requirements of the EYFS, the registered person must:

- gather information on parental responsibility and legal consent for each child (Safeguarding and promoting children's welfare)

22/07/2009

The leadership and management of the early years provision

The childminder ensures that children play in a safe environment where all risks have been identified and minimised. Detailed risk assessment are used and reviewed well. Appropriate safety equipment is in place, which means children can move safely between different areas as they play or follow the daily routine. An attractive range of safe and suitable furniture, play equipment and toys is used, with the well stored resources promoting children's independence through free choice. All records required for the safe and efficient management of the provision,

such as those relating to accidents and medication are in place, although consistency in permissions is not in place. Effective policies and procedures are in place in order to prevent the spread of infection. The childminder has a very clear understanding of safeguarding procedures and the required steps to be followed should any concerns arise, which supports children's well-being.

The childminder builds very effective partnerships with parents/carers. Detailed discussions and settling-in procedures ensure that the childminder gets to know each child's care and welfare needs thoroughly. She works closely with parents to plan how to support their wishes and meet the needs of their child. For example, where a child uses different languages at home she uses various systems, such as a photograph book of the child, to aid communication. Good quality information about the provision is given to parents, which builds consistency, although details of parental responsibility are not yet in place. Parents are very well informed about their child's daily experience, achievements and progress by using a variety of methods. For example, by using discussions, diaries, progress records, emails, newsletters and text messages, which helps them feel involved in their child's day.

The childminder consistently reflects on her practice and has realistically considered her strengths and any areas for development. She has an open approach to developing her practice and enthusiastically attends training and is committed to continuing to gain higher level qualifications.

The quality and standards of the early years provision

The welfare of the children is promoted extremely well. Robust policies and procedures that are individual to the childminder support her practice effectively. She helps children develop awareness of a healthy lifestyle through discussions about healthy food, helping children choose meals from a healthy cookbook, shop for and cook the ingredients for all to enjoy. Children choose from a variety of fresh fruit and vegetables for snacks, with regular drinks of water. Any special diets or allergies, such as nut or dairy allergies are very well planned for and discussed at length with parents. Healthy meals are prepared daily with menus displayed for parents and children. Children learn about healthy exercise as they play in the garden throwing with balls, riding trucks or visiting a variety of local groups, such as soft play facilities. Children learn good hygiene routines as they wash their hands regularly after garden play. The childminder helps children learn about safety issues as they discuss and practise fire evacuation drills, making pictures for a display.

Children are happy and very relaxed in the childminder's care. She creates an attractive play environment with play provision planned for and set out for them, which helps children settle into play quickly. She encourages children's interests and extends them into the play activities, such as making and flying paper aeroplanes following a child's visit to an air display. Children's interest in the world around them is promoted by the childminder's use of open questions and the provision of good resources to link with activities. For example, children explore the garden for insects and bugs using a variety of magnifying toys and simple reference books. Number work and problem solving is threaded into activities as

children consider how many legs the bugs have or how to fit construction pieces together to make a burrow after seeing a rabbit in a field. Children's attempts at mark making are valued as they draw or paint using water and brushes outside. They value books and stories using a variety of larger books and accessories, such as puppets. The childminder ensures they have fun together and children are happy to share their achievements or seek her involvement. Children behave well due to her very positive approach and consistent praise as they share and take turns with toys. Different systems are used to promote communication, such as the picture exchange system, which supports inclusion for all children. Children learn about the value of technology as they use sequence toys, such as a tape machine or look things up on the computer. A selection of play resources including books, play food and play figures help children learn about differences.

The childminder values each child and monitors their developmental progress with support from the parents. She works well with other agencies and other providers of the Early Years Foundation Stage to share ideas for supporting each child's needs. Children's progress records are shared with parents, but these are not yet fully effective in ensuring each child is moving consistently through the all six areas of learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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