

Inspection report for early years provision

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Inspection date	21/06/2011
Inspector	Jan Moutter
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1988. She lives with her partner and two adult children in Eldene a district of Swindon, Wiltshire and within walking distance of the primary school and pre-school. Children have access to mainly the downstairs of the house, although upstairs is used for sleeping children. There is also a fully enclosed garden for outdoor play. The childminder drives or walks to take the children on visits to, shops, library and a children's centre.

The family has a dog.

The childminder is registered for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She currently minds a total of four children in the early years age group. She also offers care to children aged over five years to 11 years, before and after school and in school holidays and has on role a total of 11 children.

This provision is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic in her role and clearly enjoys looking after the children in her care. She provides a welcoming service to the children and their parents and ensures that all children are valued, fully included and enjoy their time with her. The childminder has a sound understanding of the Early Years Foundation Stage and has basic plans of activities and experiences that promote children's all-round development. All welfare requirements are met. The childminder reflects upon her practice and is committed to ongoing improvement. She has effective verbal partnerships with parents and others but has not developed a one-way link with another setting children attend.

What steps need to be taken to improve provision further?

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

- develop records of children's learning progress to share with parents and encourage them to contribute and build a two-way flow of input, to their children's records
- monitor the educational programme and resources, to ensure that all aspects of each area of children's learning are successfully covered

The effectiveness of leadership and management of the early years provision

The childminder safeguards the well-being of the children in her care. She has a procedure to follow in the event that she has any concerns about a child's welfare and understands her role in child protection. The childminder has a written record of risk assessment within the home, garden and for some outings they undertake. This does lack some detail, for example, the particular risks considered when children are sleeping and there is a need to review and evaluate the safety procedures to ensure that these are up to date. However, in practice the childminder takes action to minimise risks, helps children to learn to keep themselves safe and supervises them well. Suitable hygiene routines are followed and the childminder ensures that children get plenty of fresh air and exercise and also that they enjoy healthy snacks. The children demonstrate a willingness to keep themselves and others safe through their good behaviour.

The childminder keeps up-to-date with first aid training and has attended a workshop to support her delivery of the Early Years Foundation Stages. She has produced a set of policies that she also uses to support her provision. These are routinely shared with parents. The young children are all settled and very happy in the childminder's care. They get on well with one another and learn to share, take turns and to work cooperatively. The children socialise with other children when they go to toddler groups and pre-school and the staff know the childminder well. The activities children undertake outside the childminding setting enhance their early years experiences. Such trips include visits to a local park to use play equipment and to observe passing seasons at the local country park and to natural play spaces where children explore woodland paths, collect sticks and make dens. The lounge provides a home from home play environment with a range of accessible toys and resources. Some resources reflect positive images of the wider community and the childminder also plans activities to celebrate different cultural festivals.

Links with other settings that have recently become involved in the care of one child have not yet been established, but the childminder recognises the benefits of partnership working and the value of such resources. A strong partnership with parents works to ensure that children's individual needs are met and that consistency of care is provided. Feedback from the children's parents was obtained as part of this inspection. Parents report that their children are 'encouraged and supported'. They describe how the childminder is reliable and dependable and that they are confident that their children are in warm caring family environment.

The childminder's self-evaluation processes are effective. She is aware of her many strengths and of areas for potential development. She is a member of the local childminding network and uses feedback from her support worker to make improvements to her setting. She welcomes input from parents and shares ideas with other childminders. The childminder has heeded the recommendations made at the last inspection.

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

The children clearly feel safe in the childminder's home; they move between areas freely and are keen to talk to visitors about what they do and show them the toys available. The children have good opportunities to build strong relationships and learn to respect each other. They are gaining confidence in their communication and language and very young are beginning to use sounds to communicate. The older children chatter and discuss everything, in detail with the childminder, as they are very articulate in their speech. For example, they tell the childminder what they did on a recent holiday, and ask questions such as could the childminder 'Tell Mum to make triangular sandwiches next time as they taste better than square ones'. The children like to choose and look at books on their own or snuggled up with the childminder. They turn the pages and show interest in the illustrations or press buttons to hear the music on toys.

The children enjoy each others company and the childminder does not have to encourage the children to join in, as they ask to wash-up and quickly tidy the toys away when it is time to walk to school. These routines help to promotes the children's skills for the future. They help themselves to toys of their choice and investigate how they work, for example, together they build interlocking bricks and the baby surprises them all by pulling itself up to standing. The baby explores and wants to be part of the older ones play and the children are gentle and caring toward the baby. The children do a lot of creative play at pre-school and when at toddlers groups. When they come home the house rules are well known and the children help each other to find their house slippers and they also include the family dog in their caring of one another. They show they feel safe and they share concerns with the childminder who supports them.

Children are encouraged to adopt healthy lifestyles. They spend plenty of time outdoors. They learn good hygiene practice because the childminder reminds them of the importance of washing their hands, making the activity fun and giving them their own towels to minimise the risk of cross-infection.

The childminder knows each child well, including their interests, likes and dislikes. She observes the children as they play and makes mental assessments of where children are in their learning. She plans a range of activities that children enjoy and these plans are flexible to met the children's needs. However, the childminder cannot be sure that all aspects are given sufficient attention to help children to move onto the next stage in their development because she is yet to implement a system to monitor the effectiveness of her planning and resources.

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	3
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	3

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met