

Inspection report for early years provision

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Inspection date	19/10/2009
Inspector	Hilary Elizabeth Tierney
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.

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Description of the childminding

The childminder was registered in 1997. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and one child aged 16 years in the residential area of Liden in Swindon. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care 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 is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. The childminder walks to local schools to take and collect children. She attends the local playgroup, toddler group, and takes children to the local library, park and the shops.

The childminder is in the process of completing an National Vocational Qualification at level 3 in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and have settled quickly into a warm, friendly environment. The childminder is calm, caring and interacts well with the children. Children are progressing adequately in all areas of learning and development. Partnerships with parents are good and information is shared regularly with them, however partnerships with other early years settings are in their infancy. Most policies and procedures are in place and shared with parents. These help to contribute to the smooth running of the setting. The childminder has not yet put into place systems to help her identify areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy includes a procedure to be followed in the event of any allegations being made against a member of the household (Safeguarding and promoting children's welfare)
- 02/11/2009

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

- build links with other early years settings children attend to ensure that all adults who interact with the child contributes to their learning and development
- develop the links between sensitive observational assessments and general

- planning of activities that include children's interests, so that all children's individual needs continue to be met
- develop and implement robust systems for identifying strengths and monitoring areas for improvement to raise the quality of care and children's learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately. The childminder has basic risk assessments that cover all aspects of the setting and any outings that may be undertaken. The childminder ensures the front door is locked when children are present and gates prevent children's access to areas unsupervised. Fire evacuation procedures are clear, they have been practised with children regularly and records are kept. A system to record any visitors to the premises is used and authorised people to collect children are recorded. Although the childminder has a clear safeguarding policy, she has not included a procedure to follow in the event of an allegation being made against a member of the household. The childminder has an adequate understanding regarding the procedures she would follow in the event of having any concerns about children in her care.

The childminder has a satisfactory understanding regarding equality and diversity. She has a suitable awareness about how to include all children in her setting and ensures she works with parents to help children settle quickly. Resources are used effectively to enhance children's learning about the world around them. The childminder uses the local library to access dual language books and other resources where necessary. This helps to ensure that children are developing a satisfactory awareness regarding the diversity within the community. The partnership with parents is good and regular information is shared with them daily when they collect and leave their children. Two-way daily diaries are used successfully. Parents spoken to were happy with the care provided and how quickly their children have settled and the flexibility of the childminder. All necessary parental permissions are in place. Although the childminder has children who attend other early years settings, she has not yet fully developed her links with them so they can all contribute to the child's learning and development.

The childminder has not started to self-evaluate her practice. However, through discussion she was able to identify her strengths and areas for improvement. The childminder has started to complete observations on the children in her care, but has not yet clearly identified children's next steps or started to link these to the general planning of activities and children's interests. Consequently the childminder is not fully using the activities she provides to challenge and extend children in their learning and development.

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

Children are welcomed into a warm, caring, homely environment where they feel safe and secure. They are confident and settle quickly into their play when they arrive at the childminder's home. Children were observed leaving their parents confidently as they were greeted by the childminder and the other children. They understand the rules of the setting and take off their shoes before going into the room to play. Children have a sense of belonging. They have an area where they put on their coats and shoes and displays of their work are around the home. The childminder is calm, caring and shows affection towards the children as they interact. She knows the children and their families well and works hard to meet all their needs. Children are well behaved and respond to the positive language used by the childminder.

Children are progressing adequately in all areas of learning and development. They are able to develop their imagination well through lovely activities provided by the childminder. For example, children were observed having a lovely time with role play. They dress the dolls, make and 'lunch' for the childminder and their dolls. The childminder encourages children to think about what they are using, such as, the sort of food they are playing with and the colour of food and how many they have got. Children are able to develop their knowledge and understanding of the world around them through carefully planned outings and activities, such as trips to the shops and local amenities. Children are beginning to develop their counting skills and recognise they can use their fingers to help them count. Children are able to develop their language skills through easy access to books and visits to the library. The childminder speaks to the children clearly which encourages them to listen and respond to her. Children enjoy looking at books together or alone. Most resources are easily accessible and children are able to self-select during the day. A wider selection of resources are stored in a cupboard and the children have to ask for them out. Children were observed making their selection with the help of the childminder. They select the puzzles and the childminder got out a large box of jigsaws and puzzles. The children enjoy playing with these and confidently put the jigsaws together with little help from the childminder. Children learn to share, take turns and make friends as they play through appropriate direction from the childminder.

Children are beginning to learn about how to develop a healthy lifestyle. They are encouraged to wash their hands before meals, after using the toilet and being outside. All children have individual hand towels which helps to prevent the spread of infection. There is a clear sickness policy and no children attend if ill and parents are contacted immediately if a child becomes ill when at the childminder's home. Satisfactory accident and medication records are kept and shared with parents. Parents provide their children's food and the childminder works closely with them to ensure healthy food is provided. Children have easy access to drinks and the childminder ensures cups are refilled often. Children have access to regular fresh air and exercise. Walks around the local area and access to the enclosed outside play area ensure the physical development of the children.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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