

Inspection report for early years provision

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Inspection date	12/12/2011
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 registered in 1996. She lives with her teenage daughter in central Swindon, Wiltshire. Shops, parks, public gardens, a library, local schools, preschools, toddler groups and other amenities lie within walking distance. The whole of the property is available for childminding purposes, although upstairs is used solely for sleeping purposes. A fully enclosed rear courtyard is available for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. She currently minds two children who attend on a part-time basis. Care is offered for children all year round. The childminder is also registered on the both the compulsory and the voluntary parts of the Childcare Register and has one older child on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and stable environment for children. Children are happy and confident in the homely environment and make good progress, overall, in their development. The childminder has a good knowledge of children's individual needs and has developed positive and caring relationships. Positive partnerships are established with parents and information is shared on a regular basis. The childminder regularly reflects on her provision to identify what she needs to do next, so shows a good capacity to maintain improvement and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- Increase opportunities for children to use the outdoor garden to enable them to play in different ways
- further develop the learning environment and resources to ensure babies and children obtain a positive sense of their own identity.

The effectiveness of leadership and management of the early years provision

Overall, the childminder organises her provision well. The childminder has a good understanding of the procedures to follow, should she have a concern about a child and has recently attended first aid training. She promotes children's safety

effectively with thorough risk assessments for the home and outings, which she regularly reviews and updates. Risks are minimised, for example, a safety gate is in place to prevent children accessing the stairs. Since the previous inspection, children's safety has improved, as bathroom products are inaccessible to children and suitable footwear is worn on wooden flooring. The childminder has a positive approach to self-evaluation. She has a realistic view of her strengths and attends training to update her knowledge of the Early Years Foundation Stage programme. This develops her performance and benefits children's learning and development. For example, she now reflects more closely on children's learning and development and records their progress on 'I can do' sheets.

The childminder's home is clean and well maintained and is organised with children in mind. The home is made attractive to parents and children. Some of the children's art work is displayed on the walls, and essential information, such as the certificates of registration and insurance are also displayed. Most of the toys are stored in accessible containers in the front room. The childminder also sets out toys in the living area, on the floor or the low table. The childminder seeks information about the children's needs from parents and adapts activities to meet these. The childminder gains the views of parents through regular discussions. She gives verbal feedback to parents on their children and also sends photos of the activities children have been engaged in via email. The childminder provides parents with useful information about their child's day. At present, children do not attend other settings. However, the childminder has a clear understanding of the need to link with other early years settings and to use the shared information to assist with the children's planning of activities.

The childminder promotes equality and diversity well overall. She ensures that all children are included and have easy access to relevant resources and support to help them make progress. Children participate in a good range of activities that help to develop their appreciation of the wider world and have some opportunity to reflect on their own identity. Children have daily opportunities for outings to local parks and toddler groups. Children also benefit from using the childminder's garden, though this is not well used throughout the whole year.

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

Children are clearly settled in the care of this gentle childminder. They know that a favourite toy is close by, should they need it for comfort. They gain confidence with other adults and develop friendships with others of the same age, both in the home and at toddler play sessions. Children show that they are curious as they search for the toys they choose to play with. They look at the posters on the wall, counting how many pictures they can see. They have regular opportunities to explore different media, and enjoy sticking paper and glitter for Christmas decorations.

Children benefit considerably from the good quality interactions with the childminder and the homely environment that she creates. They flourish and

achieve well, because she focuses on their needs. The childminder engages with the children as they play, but also gives them space to think and discover for themselves. Through her observations of the children and talking to the parents, she knows what children can do. Activities are then planned, taking their stage of development and interest into account. A current focus is on manipulating the shapes of puzzles. Children demonstrate developing skill as they attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Children choose their favourite books and settle with the childminder to look at them together. Early language is developed through the repetition of sounds, and the childminder appropriately models clear speech. Young children enjoy singing songs with the childminder, naming parts of their body and matching actions to the words.

Children develop their appreciation of the wider world, during their regular visits around the local area. Through a good range of activities planned around a variety of festivals and events, children are beginning to understand that people are different and lead different lives. Children become confident in managing their own personal needs, because the childminder supports them very well. For example, children are gaining skills in personal hygiene. Children learn about why it is important to wash their hands. Daily outings provide opportunities for children to learn how to put on their shoes and coat. They visit a variety of local places, feeding ducks in the park and playing on the equipment. They behave very well. Children learn the routines of the day and come to know what is expected of them. Children start to understand about keeping themselves safe when they cross roads. They are helped to understand not to hit others or throw toys. Overall, the experiences available to children clearly help them to develop the skills needed for their future learning and development.

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	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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