

Inspection report for early years provision

Unique reference number	506050
Inspection date	16/06/2011
Inspector	Carol Cox
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 has been registered since 2000. She lives with her husband and two children aged 14 and 15 years, in the Gorse Hill area of Swindon. It is within walking distance of shops, community facilities and parks. All areas of the property except the bedrooms are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register to care for no more than six children under eight years at any one time, of whom not more than three may be in the early years age group, she is currently caring for three children in this age group. The childminder is also registered on the voluntary and compulsory parts of the Childcare Register and offers care to older children before and after school.

The childminder is a member of the National Childminding Association and belongs to a local childminders group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy and secure and their care, learning and development needs are well met. However, some policies and procedures are not fully updated or detailed with relevant contact details. The childminder builds sound relationships with parents to identify and address children's individual needs. The childminder has started to make a self-evaluation of her practice and has identified areas for future development, this is not yet fully effective.

What steps need to be taken to improve provision further?

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

- extend risk assessments to include all outings and carry out effective daily checks to minimize risks to children
- review policies and procedures to reflect the guidance of the Early Years Foundation Stage and update all contact details for relevant services
- develop an effective system to monitor and evaluate the quality of the provision to make sure the care and welfare requirements of the Early Years Foundation Stage are met.

The effectiveness of leadership and management of the early years provision

Children are satisfactorily safeguarded because the childminder has a sound understanding of the issues of safeguarding children. She is able to recognise the signs and symptoms of different forms of abuse and knows which services to contact if she has concerns about a child. She protects children from unvetted adults by identifying visitors to her home and asking parents to name those adults allowed to collect children. She is aware of the need to obtain Criminal Records Bureau checks for all adults living in the home and takes action to do so. Children's well-being is generally promoted through sound policies and procedures which are shared in writing with parents. However, some policies and procedures are not fully updated and do not include current contact details for relevant services. For example, the safeguarding policy is satisfactory but does not include contact details for local safeguarding teams. The childminder makes adequate risk assessments of most aspects of her provision but does not include all visits and daily checks are not always sufficiently robust. Children enjoy easy access to a range of toys and resources to support their play. The childminder carefully chooses resources which reflect children's interests and portray positive images of different people and their lives. Children are valued as individuals and the childminder works closely with parents to understand how best to address the care, health and cultural needs of each child. She has experience of the benefits of working in partnership with others who care for children in her care, none attend other settings currently.

Parents are pleased with the care their children receive and write of the choice of activities enjoyed by their children and the progress they make. Parents are very appreciative of the childminder's flexible response to their changing needs. All necessary documentation and records are maintained and shared with parents. The childminder has recently started to reflect on her practice and identify areas for development. However, the system is not yet fully effective in monitoring and evaluating all areas of her provision. She has addressed the recommendations from her last inspection and shows some capacity for continuing improvement.

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

Children are boisterous and active and clearly enjoy the childminder's company. They benefit from a wide range of activities planned to reflect their interests and learning needs. Generally children make progress in all areas. The childminder carefully records children's achievements and illustrates their learning diaries with photographs and examples of children's work. She links observations to areas of learning and identifies next steps. Children count in everyday play, when lining up cars and setting out plates at snack time. The childminder promotes and supports children's speech and language development through naming objects in books and singing favourite songs. Children love to talk to her about their play, one boy chats about the 'helicopter' and shows her how the rotor blades turn. They learn about

the wider world through travelling on the bus to visit local parks and further afield to the zoo in Bristol. Children use their imagination when playing with cars and the farm, the childminder sits with them and helps them name animals and describe their play. When attending a local toddler group they begin to socialise with others and benefit from an extended range of activities. Generally children develop sound skills to promote their future learning, they become involved in choosing toys and games and learn to share their play with others.

Children learn to keep themselves safe through practising road safety when on their daily walks and taking part in regular fire evacuation drills. They are secure and confident in the childminder's home and are encouraged to become more independent, for example when climbing the stairs the older boys know they need to hold onto the banisters. The childminder provides healthy and nutritious snacks and talks with parents about each child's particular dietary needs. Children freely access drinks in their own cups and know they should not drink from anyone else's. Spread of infection is minimised for example, children use individual colour coded flannels and towels. The childminder sets firm boundaries and generally children behave well. The boys are very energetic but respond to the childminder when she reminds them not to run in the sitting room. They understand the simple routines of the day, for example they know that they must sit to eat and not leave the table until the childminder says they may do so. Children begin to show care for younger ones, asking if they are 'alright' if they seem upset. Through their everyday play children develop appropriate skills to support their future 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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