

Inspection report for early years provision

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Inspection date	19/01/2010
Inspector	Janet Maria 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).

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 has been a registered childminder since 1997, registering with Ofsted in 2000. She lives with her husband and three children aged four, seven and 18 years in Chippenham, Wiltshire, close to shops, parks and toddler groups; other amenities, such as a library, are a short drive away. The childminder takes and collects children from local schools and pre-schools and helps run a childminders support group. The family have two pet cats.

The childminder is registered to care for a maximum of four children at any one time, of whom three may be in the early years age range. The childminder has two assistants as part of her conditions of registration. She is currently minding seven children in the early years age range and ten children in total on a part-time basis. The childminder offers care to children aged over five years and for children with special educational needs and/or disabilities. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Minded children may use the entire house, although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The childminder holds a relevant early years qualification at level 3. The childminder is a member of the TRIO Childminding Network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The well developed understanding of children's individual needs ensures that the childminder is successful in promoting their welfare. She helps them make sufficient progress in their learning and development. Partnerships with parents are good and significant in keeping the childminder informed of children's welfare needs. The childminder is inclusive in her practice and there is a good selection of toys and resources for children to choose from, which has an impact on their learning through play.

What steps need to be taken to improve provision further?

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

- ensure that daily plans include a specific aim for the outdoor area and that all six areas of learning are offered there
- carry out regular evacuation drills which are recorded in detail to enable the children to learn about keeping themselves safe, for example in the event of a fire
- increase planned opportunities for children to become active learners and develop independence by gradually giving children greater autonomy in their learning while retaining control over the curriculum.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of the need to ensure that children are safeguarded, and appropriate arrangements are in place to protect children from people who are not vetted. The childminder is focused on keeping children safe in the home and on outings using a robust risk assessment which is readily available to be checked at regular intervals. Policies and procedures are well documented, easy to read and available for parents to read; as a result, they are made fully aware of the process the childminder will take in the event of a complaint.

There is a strong partnership between parents and the childminder. In response to the request for comment about the childminder's service, parents say how professional she is and keeps them fully informed of their child's time in her care. They comment how much they appreciate the verbal contact between the childminder and themselves. There is also the opportunity for additional feedback and contact throughout the day if needed. The childminder has begun to evaluate the service she provides, this is not fully developed. For example, not all the views of children and parents are included in the evaluation, so that children's learning at home can be recorded. However, the learning they do with the childminder is clearly recorded and gradually being used for identifying the next steps in their learning.

The childminder attends a regular childminding meeting and is in receipt of a childminding publication which updates her knowledge around the Early Years Foundation Stage (EYFS) framework. She has sufficient understanding of the early learning goals and highlights these in the observations and assessment record for the children. She has undertaken regular training, thereby increasing her knowledge of specialist subjects such as the Special Needs Codes of Practice, autistic spectrum and behaviour management. Equality and diversity is promoted in the resources and books children have to look at. The childminder uses outings as a means of increasing children's understanding of the community to which they belong. They visit the local library, walk to the park and visit garden centres where they see a variety of animals and insects such as butterflies.

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

Children are cared for in a secure, welcoming environment in which they can rest and play. They learn what constitutes a healthy lifestyle sufficiently, through daily fresh air and freshly prepared snacks and meals. Children learn appropriate hygiene routines through the childminder's gentle reminders to wash their hands at regular intervals. A pictorial reminder displayed on the wall helps children focus on washing their hands before leaving the bathroom.

Children are secure in the care of the childminder, she offers lots of praise so that they make good progress in developing their personal qualities; this enables them

to take responsibility for small tasks and developing skills for the future. For example, they are very articulate, eagerly tidy away toys after use and independently choose the next activity to involve themselves in. Children follow simple instructions where they will succeed, such as scissor control in cutting the play dough. But the childminder's daily plans do not include a specific aim for the outdoor area, to ensure all six areas of learning are offered there. Children enjoy 'topic' work and are able to recall with ease outings they have been on with the childminder, such as looking for hedgehogs on their way to school. The childminder offers opportunities for children to become active learners and develop independence but these are so well supported that they are more adult-led. The children work well as a team, learning to care and help each other, and their 'topic' work is displayed in the playroom with some effective artwork. As a result, the childminder has an impact on developing children's self-esteem through her constant praise, encouragement and the interest she shows in what they are achieving.

Children remain safe and take part in emergency evacuation drills, which ensures that they are aware of how to evacuate the premises if needed. However, an evacuation drill has not taken place recently. Accident records are recorded appropriately with confirmation by parents that they have seen the written record. Permission to seek emergency medical treatment is provided by parents. All other documents are recorded accurately, which ensures the safety of children. Children enjoy being in the care of the childminder; they laugh and freely talk about their times with the childminder. Young children enjoy a cuddle and know when they are tired or needing food and drink. Overall, children have a happy time with the childminder; they enjoy their daily outings and are beginning to achieve.

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	2

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	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	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	3
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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