

Inspection report for early years provision

Unique reference number	EY239399
Inspection date	23/06/2009
Inspector	Catherine Louise Sample
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 2002. She lives with her husband and two children, aged 10 and 13, in a terraced house near the centre of Trowbridge. Access is via several steep steps. Minded children use the downstairs and the rear garden. The family have a hamster, two gerbils and a tank of fish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a total of six children at any one time; of these, three may be in the early years age range. There are currently four children in the early years age range on roll.

The childminder is currently working towards a level 3 qualification in childcare and education.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are developing confidence and independence in this welcoming and supportive setting. The childminder works closely with parents to ensure that she can fully meet the unique needs of each child. She ensures that all children can take part in activities and fulfil their individual potential. She informally monitors and evaluates her practice and takes positive steps to develop it further.

What steps need to be taken to improve provision further?

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

- further develop systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- further develop systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

The leadership and management of the early years provision

Children benefit from the childminder's good organisational skills. She keeps all necessary records accurately and confidentially and effectively implements a varied range of detailed policies and procedures which she shares with parents. She has attended a wide variety of training and is currently working towards an NVQ 3 which shows her commitment to professional development. She makes highly effective risk assessments of the premises which she reviews monthly and also makes risk assessments for outings. She has an excellent understanding of child protection issues and is booked to attend further training to consolidate her knowledge of this area. She informally monitors and evaluates the provision. She

monitors children's progress using their learning journey books and has started to reflect on how well she delivers the Early Years Foundation Stage. She has made several improvements since the last inspection and is currently waiting to find out if she has been awarded a grant which will allow her to improve the range of outdoor and multicultural toys.

Children are learning about wider society through discussion and planned activities such as finding out about Japan and colouring in Japanese flags and making masks for Mardi Gras. They also use resources that show positive images of differences and diversity, such as books and dolls. The childminder works closely with parents to ensure that she is aware of children's requirements and can meet them fully. She shares information with parents through discussion and written diaries and shares children's learning journey books with them so that they are aware of what their children are learning. Although she is not currently caring for a child with learning difficulties and/or disabilities she has attended a variety of relevant training to improve her awareness of this area. She takes positive steps to ensure that all children can play a full role in activities whatever their age or stage of development.

The quality and standards of the early years provision

Children's safety is paramount. The childminder takes highly effective steps to ensure that children are kept safe such as carrying laminated cards with their photographs and details in case of emergency. They wear fluorescent arm bands and tabards when out and have been taught that they must always follow the childminder out of the house rather than going out before her. Children are learning how to stay safe through excellent measures that include monthly fire drills. They are also learning about healthy lifestyles. They talk about why they need to wash their hands before eating and why they need to apply sun cream and shouldn't stay out in the sun. They have healthy food and drink and are encouraged to drink extra water in hot weather. Children have good relationships with one another and behave well. They are good at taking turns and have good manners.

Children are making good progress as they take part in a varied range of child-led and planned activities which cover all areas of their development. They particularly enjoy drawing and writing and listen carefully to stories and look at books about how babies grow and how they are welcomed in different cultures. They play outdoors with a variety of equipment and have a nature area where they store sticks and other items they have found when out on walks. The childminder uses her sound understanding of the Early Years Foundation Stage to make observations of the children's progress and reviews these to assess the next steps that they need to take. Currently she carries out these reviews only every six months. She uses her observations to inform her planning. She makes written plans that show a balanced variety of activities although these do not always clearly link to the areas of learning or detail the learning objectives.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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