

Inspection report for early years provision

Unique reference number	EY240387
Inspection date	18/11/2009
Inspector	Rachel Edwards
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 2002. She lives with her husband and two children aged 14 and 18 years in a house in Calne. Only the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for no more than six children under eight years at any one time; of these only three may be in the early years age range. She currently has four children in the early years age range on roll. She supports children with special needs. The childminder is a member of the local childminding group and the National Childminding Association. She belongs to a network of accredited childminders and receives nursery education funding.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are totally settled, happy and make very good progress whilst with the childminder. This is because she sets herself and achieves very high standards in the care and learning that she provides, by paying great attention to detail. A particular strength is the excellent relationships she builds with each child and their family, finding out as much as she can so that she can accommodate their individual care needs and plan challenging activities that they want to join in with. She has very good systems in place to monitor and evaluate what she does, enabling her to set well targeted plans that benefit all the children. Her committed, enthusiastic approach demonstrates her outstanding capacity to continuously improve. However, there are some safety issues that she has not thought about sufficiently so as to minimise all hazards to children.

What steps need to be taken to improve provision further?

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

- ensure snacks are healthy by offering healthier alternatives to sweet biscuits
- improve children's safety by following manufacturer's recommendations for the safe use of the trampoline and by ensuring the heater in the conservatory is not a danger to children

The effectiveness of leadership and management of the early years provision

Generally, children are very well safeguarded. Everyone in the household, over 16 years old, has undergone the relevant checks on their suitability. The childminder has a thorough understanding of child protection issues and has kept up to date, through training, so that she is clear about what she must do if she has concerns for a child's welfare. She has assessed the risks that children are exposed to in the home and on outings and has taken action to minimise most of these, for example,

she uses locks and safety gates where needed and consistently teaches children how to keep themselves safe. However, some areas still pose a danger to children; although parents give their written consent for children to use the trampoline, it is not positioned or used according to manufacturer's safety recommendations, increasing the risk of accidents. Also the heater in the conservatory is very hot and children are at risk of burning themselves.

The childminder is very well organised and capable. She produces well written, detailed policies and procedures, which she shares with parents so they are clear about how she works. Parents' and carers' views about matters affecting the setting are sought, for example, through questionnaires, and valued. There is excellent sharing of information relating to the children, for example, through newsletters, daily discussions and diaries and sharing of children's developmental records. This means that highly effective partnerships are established, with children benefiting from the united approach to their care and learning.

The childminder is strongly committed to providing high quality childcare. She carefully evaluates all she does and successfully identifies her strengths and areas for development. She prioritises her own professional development, regularly attends a varied programme of training and has recently achieved a level 3 qualification in childcare and learning. She belongs to a network of childminders who are accredited by the local authority and she is able to receive funding for nursery education.

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

All children and their families receive a very warm welcome from the childminder. Children are comfortable and at ease in her home, where they are nurtured and their individual needs well catered for. They are able to choose from a wide range of high quality toys that are well organised and easy to reach. Children are encouraged to be inquisitive and explore their surroundings. They use the resources imaginatively, for example, as they make a jump in the middle of the floor. There is much lively chatter as they talk about what they are doing and the childminder supports their early language skills very well. She speaks clearly and introduces new vocabulary, explaining words like 'leap' as children play. She uses basic sign language with the very young or those with speech or hearing difficulties to help them feel included and communicate more easily.

The childminder plans activities linked to interesting topics that are usually chosen to follow children's interests. For example, a child's love of cars led to a topic on transport. Children enjoyed a bus trip and then made a model bus where their imaginary play could build on their recent real life experiences. She helps children make links in their understanding, for example, shell shaped sequins, helped children remember a day out to the beach. They learn about their own cultural heritage and make links with others. For example, as well as celebrating Christmas, they have used clay to make Diwali lamps and have visited a mosque, with the childminder helping children to value each other's differences. The childminder is skilled at helping them learn as they play, for example, she

encourages a child to think how they will make a hole for the candle in the lamp he is making. She offers a great deal of praise and encouragement so that children are confident to try new experiences, for example, a child proudly announces 'I did this all by myself' as they show their pot to friends.

The childminder spends time with parents and other carers establishing children's starting points, when she first starts caring for them. She makes very good use of the Early Years Foundation Stage guidance, to help monitor their progress towards the early learning goals. She knows their abilities and interests very well and uses this information to help her plan what they need to learn next. She has established effective partnerships with other settings that she takes and collects children from but has yet to build these with settings that she does not herself routinely collect from.

Children are cared for in an extremely clean, secure and welcoming home, where their health and safety are generally well promoted. Children are encouraged to become independent and try things for themselves. As a result they manage the toilet and hand washing well, explaining to visitors that they must get rid of germs before they eat. The childminder provides a choice of fresh fruit each day but children also have sweet and sometimes cream filled biscuits, which are not healthy and are damaging to teeth. They develop a very mature understanding of keeping safe, for example, asking the childminder not to put the baby down as 'we haven't cleared away all the tiny bits yet'. Children are very well supported as they learn to share and take turns. They socialise with others when they visit childminding and toddler groups and learn about their local community through trips to the library, school and many other places of interest.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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