

Inspection report for early years provision

Unique reference number	EY243311
Inspection date	29/06/2011
Inspector	Dinah Round
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2002. She lives with her grandfather, husband and four children aged 12, 15, 17 and 19 years in a house in Radstock in Bath and North East Somerset. Childminding is carried out on the ground floor with sleep provision accessed on the first floor. There is an fully enclosed rear garden for outdoor play. The family pets include two dogs and a parrot and a hamster. The childminder takes the children out on a daily basis to the local facilities including the toddler group and soft play centre.

The childminder is registered to care for a maximum of six children at any one time of whom three may be on the Early Years Register. She is currently minding two children in this age group. She also offers care for older children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the welcoming and relaxed environment, due to the childminder's good understanding of their individual needs. Children have access to a broad range of interesting play activities and, overall, the childminder fosters children's learning and development well. Children benefit from the close partnerships developed with parents and most aspects of children's welfare is supported well. The childminder has a positive attitude to the ongoing development of the service she offers and has informal systems in place to help her reflect on her practice, which contributes towards improving outcomes for children.

What steps need to be taken to improve provision further?

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

- extend use of the current systems of observations and assessments to link in with planning for children's next steps and to encourage more parental involvement
- review documentation to ensure that all elements are clearly recorded and kept updated.

The effectiveness of leadership and management of the early years provision

The childminder's policies and procedures are shared with parents to inform them of her childminding practice and help promote consistency in the care of children.

The childminder has most records effectively maintained to support children's safety and welfare, although, some elements have not been updated. The childminder has recently attended training to update her knowledge of child protection. Children's welfare is well promoted because the childminder has a good understanding of the child protection issues and the procedures to follow in the event of concerns about a child in her care. Ongoing risk assessments are completed for all areas children come into contact with and for regular outings. The childminder is pro-active in making sure that any small pieces of play equipment for older children are stored so out of reach of the younger children. This enables children to move around freely and safely in their play. Children have access to a good selection of clean, age appropriate toys and resources, including resources reflecting positive images of other cultures to help to develop their understanding of diversity. Resources are well positioned in labelled units enabling children to make independent choices about their play. Children are able to free-flow between the indoor and outdoor play areas to aid their enjoyment; this alongside frequent outings, provides them with regular exercise and fresh air. The childminder attends ongoing training to maintain continuous improvement and update her knowledge and skills. For example, since the last inspection she has completed a paediatric first aid course and attended training on food safety. Recommendations from the last inspection have mostly been addressed; socket covers are put in place around the house and the childminder requests written consent from parents to seek emergency medical treatment. The childminder has informal systems in place to monitor her provision and think about the service she offers, to help her consider ways to improve the outcomes for children.

The childminder develops positive relationships with parents. She gains information about each child's individual routines, likes and dislikes through informal discussions and the 'All about Me' form completed by parents. This helps her to support the children's transition from home to her setting. The childminder links extremely closely with parents to gain information about the best way she can support each child's individual needs. For example, she has obtained some simple words in Italian to aid communication with children whose families have dual language. Parents are kept sufficiently informed about their child's care at the beginning and end of the day, and through access to the children's individual journals. The childminder links with other early years settings children attend to provide continuity for children's care and learning.

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

Children are happy, settled and have good relationships with adults. The childminder knows children very well, she follows the younger children's individual routines to make them feel comfortable and secure in her care. Children are provided with a good variety of play activities and experiences which keep them occupied and interested. They benefit from the childminder's sensitive support, which helps children make good progress in their learning and development. The childminder has recently introduced observational assessments to help her monitor children's achievements. These systems are still evolving, and the opportunities to

actively involve parents and use the information to focus on children's next steps are not fully developed. Children are supported in learning to share and have consideration for others. For example, children develop a positive attitude to the needs of others and differences, through contact with elderly members of the childminder's family. Children receive regular praise and encouragement, the childminder claps to acknowledge the younger children's achievements and they smile in response, which helps to build their confidence and self-esteem.

Children's independence is well supported, they are encouraged to explore their environment freely and younger children are well supervised as they learn to feed themselves at mealtimes. Children's communication is successfully promoted through the positive interactions from the childminder. For example, younger children respond with smiles and giggles as they join in action rhymes, such as 'jumping bean, chilli bean, and baked bean'. They are encouraged to make marks as they use the chalks outside and explore with the pen on the aquadraw mat. Children are developing an understanding of number, counting and simple problem solving through access to both planned and spontaneous learning activities. Children are supported well in learning new skills and concentrate as they kick and throw the ball, helping to promote their physical development. They benefit from trips to the local parks where they learn to use challenging equipment safely and enjoy being out in the fresh air. The childminder takes younger children to 'messy play' activities to encourage them to use their senses and get actively involved in creative play activities. This provides children with access to a wide range of media including paint, water, gloop, pasta and different textures.

Children's health and safety are promoted well. Children are supported in developing good hygiene habits, they follow clear hygiene routines and are able to access the hand washing facilities independently through use of a child's step. Children attended a local community event to help raise their awareness of the importance of healthy eating. This involved children tasting different foods, making milkshakes and learning which foods are healthy and which are less healthy. Children benefit from the provision of healthy snacks of fresh fruit and the childminder links closely with parents so that children's individual dietary needs are followed. Children learn how to keep themselves safe in their play, for example, the childminder teaches children not to throw the ball inside but to roll it gently, suggesting taking the ball outside if they want to kick it. Children are taught road safety when out and about and the importance of crossing with the lollipop person, this develops their understanding about keeping safe on outings.

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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met