

Inspection report for early years provision

Unique reference number	EY268534
Inspection date	14/01/2009
Inspector	Susan Esther Harvey
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2003. She lives with her husband and three children aged 12 months, five and six years old, in Chippenham, Wiltshire. The family have one dog. Most of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The property is accessed by one step.

The childminder is registered to care for a maximum of three children under the age of eight at any one time. There is currently one child who attends and is within the early years age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools, pre-schools and nursery to take and collect children. She attends the local parent and toddler group, childminding group and also takes children to the local park and library. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children make exceptional progress in their learning. The play environment is thoughtfully planned in order for children to benefit from the interesting range and choice of play activities offered. The childminder knows the children very well through highly effective liaison links with parents and others involved in the children's learning. She is inclusive in her practice and each child is well supported in their individual care and learning needs. The childminder regularly reflects constructively on her own practice through a detailed self-evaluation process. She has identified areas for continued development in order to further support the high standard of outcomes she provides for children.

What steps need to be taken to improve provision further?

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

- make sure that all information given to parents reflects the change to the Early Years Foundation Stage

The leadership and management of the early years provision

The childminder organises her home and daily routine very effectively with an exceptional range of learning opportunities for children in a safe and secure environment. The impact on the children is one of excitement as they are actively challenged while learning through play. The childminder takes children to places of interest as a way of increasing their knowledge. This includes visits to a wildlife park to see the penguins, visits to the zoo and visits to an arboretum in order to support children's interests in animals and nature. Clear risk assessments are in

place for travelling and walking, helping children learn to keep themselves safe during their time away from the childminder's home. The childminder has a secure understanding of child protection procedures, which fully supports children's well-being.

The childminder has a strong commitment to working closely with parents and others involved in the children's learning and well-being, so that all aspects of their individual needs are fully supported. This includes working with the nursery where children attend and the school they will be moving on to. Regular discussions and the exchange of written information build on well developed relationships, which covers all the outcomes for children and enables the childminder to support each child.

The childminder is proactive in regularly reflecting on her practice using evaluation and feedback from the children and their parents. For example, she shares information about the learning and development requirements of the Early Years Foundation Stage (EYFS) with parents and talks with the children about their interests. As a result, children remain actively involved in what they are doing, which helps them achieve and learn through play.

The quality and standards of the early years provision

Children are happy and settled, they are self-assured and confident in the childminder's care. They thoroughly enjoy the challenges set and are purposefully involved in activities, using the wide range of resources which they can access independently. There is a good balance of both adult and child-led play and the childminder uses her knowledge of the children to extend their interests. This includes detailed observations and assessments of the activities in which children participate. The information is then shared with parents and others and used to plan children's on-going interests. As a result, the monitoring of children's progress towards the next stage of their learning is highly effective. The childminder has an excellent understanding of the EYFS framework, which is reflected in the way children respond to the activities offered to them and the independent choices they make.

Children are provided with exceptional opportunities to enjoy the world around them. They plant seeds and watch them grow into tomatoes and peppers, which they eat at snack time. They learn about the importance of recycling boxes and paper, some of which are used to make into models such as robots. Children thoroughly enjoy visits to places of interest and reminisce about the summer visit captured by photographs in their learning journey scrap books. Children learn the value of handling a variety tools. For example, they are able to role play using a work bench; they skilfully use plastic screws to link pieces together, and handle pliers like Bob the Builder. Children are enthralled by the collection of books, which are easily accessible. This includes colourful 'pop-up' books reflecting realistic figures of snakes and dinosaurs. The childminder uses the children's interest to encourage sounds and new words to describe the creatures. The childminder prompts children's thinking well as she asks open ended questions, for example, during constructing a train track around the room, the childminder helps the

children solve the problem of how to move the track around corners, from the choice of pieces available.

Children's health and well-being is fully supported. The childminder is proactive in researching ideas to help children learn about keeping healthy in a fun way. For example, she provides activity packs to encourage children to keep their teeth clean. This includes a story book about characters such as Mr Smile the dentist and new ideas for activities. The childminder follows this through in practice by listening to the children's suggestions. For example, they draw a picture of a dinosaur on a large piece of paper, sporting a multitude of sparkling white teeth, surrounded by cut out magazine pictures with the children's choice of healthy eating options. The childminder sets a good example and helps children learn effective hygiene routines. She provides individual towels for the children and encourages regular hand washing throughout the day. Children enjoy daily fresh air walking to and from school and nursery. They learn how to keep themselves safe crossing the road and clearing the floor space of toys in order to play safely.

There are well documented policies and procedures which help parents understand the childminding routines, but some information to parents does not refer to the new framework. Clear records regarding accidents and medication are kept with children's individual personal documents. Children are encouraged to develop good habits through the childminder's patient and consistent management of behaviour. They are well aware of the needs of others, taking turns and learning to share toys and resources. The childminder builds close relationships with the children. She patiently supports their care routines and individual needs and gives high quality feedback to parents, which helps them feel fully involved with their children's care and 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

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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.