

Inspection report for early years provision

Unique reference number	EY268682
Inspection date	15/11/2010
Inspector	Karen Prager
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 registered in March 2004. She lives with her husband and their three children in Devizes, Wiltshire. The whole of the property is available for childminding purposes, though young children generally play downstairs. There is an enclosed garden available for outdoor play. There are shops and local amenities within walking distance. The childminder takes and collects children from the local primary school. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight years at any one time, of whom two may be in the early years age range. She is currently caring for one child within this age range who attends on a part-time basis. Care is offered for children all year round. The childminder is also registered on the compulsory and the voluntary parts of the Childcare Register, and a number of children in this older age range attend on a part-time basis

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed in to a warm and relaxed environment where they are settled and content. The childminder is supportive of children's individual needs and organises activities so that all are included. Effective relationships with parents ensure that general information is shared. Children are provided with a suitable range of activities both in and outside of the home. Most of the required consents and procedures to promote children's welfare and safety are in place. The childminder carries out some reflection on the quality of their provision but has not identified clear steps to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written permission is sought for any necessary emergency medical advice or treatment 31/01/2011

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

- update the risk assessment and procedures with particular regard to the use of the trampoline, to ensure that it is used safely
- develop robust systems for regular self-assessment which lead to the

clear identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

The childminder implements generally effective policies and procedures to promote children's welfare and safety. She has a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow if there are concerns. The childminder maintains a generally safe environment. She has identified, assessed and recorded any risks that the children may encounter, and has taken some appropriate steps to reduce these risks. For example, clear safety procedures are in place to ensure that children are not able to access the kitchen while cooking is taking place. However, safe procedures for the use of the trampoline have not been established. Most required records are in place. For example, children's attendance is recorded daily and their personal details are to hand. At the previous inspection, it was recommended that the childminder improve some aspects of safety within her home. She has made some improvements, for example, by ensuring the hearth and low glass are safe for children. However, she has not sought permission from parents for any necessary emergency medical advice or treatment in the future, and this remains an area for development. Adequate reflection on the quality of the provision and outcomes for children does take place; for example, she acts on advice from outside professionals and undertakes training to update her skills. However, taken overall, future plans are limited. The childminder has organised the home with children in mind. A small number of toys are accessible in the lounge and dining area, and additional toys and resources, such as craft materials, are available with support.

The childminder has good relationships with the parents and recognises their role as central to the children's well-being. Parents are informed of the childminder's practices through a wide range of written policies and procedures. She takes time to talk to them each day, about the care their children have received and about any steps in their development. The childminder is aware of the importance of liaising with the other Early Years Foundation Stage providers who are involved with the children she cares for, though there has been little opportunity, as of yet, for these relationships to become established.

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

Children settle well in the care of this busy childminder. Children make sound progress as they access appropriate learning opportunities with the childminder. She takes time to talk to parents before children start attending, and as a result she has a sound understanding of the starting points of the children, and of any

specific challenges they may encounter. Regular observations of the children and discussions with older children lead her to understand what they are interested in, and activities are appropriately adjusted to suit these interests. She observes children carefully to monitor the progress they make and shares this knowledge with the parents through daily conversations. The childminder makes herself available to children if they need her, and she also encourages their independence so that they learn to play along side each other.

Children play alongside each other happily. They concentrate when posting cars into a tube and watch to see if they will come out of the other end. The childminder offers support when these get stuck. They balance bricks on top of one another, and enjoy knocking them down. The children enjoy singing songs and learn to point to parts of their body when singing 'Heads, Shoulders, Knees and Toes.' The childminder introduces more activities, such as chalking, as children develop, which underpins their early writing skills and helps them develop appropriate skills for the future. She shows children that she values their contributions by listening carefully when they speak.

Children are beginning to learn about healthy lifestyles. They have opportunities to play with a variety of toys in the large garden when the weather is fine. Frequent walks are undertaken to collect older children from school. Young children are offered drinks and the childminder provides a range of freshly cooked meals. Children start to learn to keep themselves safe. The childminder reminds them about walking carefully from the house to the car. Children generally behave very well. When young children decide to throw toys they are gently reminded why they should not. This sensitive approach leads children to learn acceptable behaviour.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

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	3
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	3
The extent to which children develop skills for the future	3

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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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