

Inspection report for early years provision

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Inspection date	20/07/2010
Inspector	Susan Esther Harvey
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 was registered in 2003. She lives with her partner and two children, aged three and seven years old, in Liden, Swindon. The whole of the childminder's home is used for childminding. She has a tank of tropical fish.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, no more than three of whom may be in the early years age group. She is currently minding three in this age group, some in part-time places. She also offers care for one child over the age of five years.

The childminder has a Diploma in Home-based Childcare, she is a Network Childminder and is a member of the National Childminding Association. She collects children from the local school and pre-school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well developed understanding of children's individual needs and uniqueness. She is inclusive in her practice and successfully promotes their learning in line with the Early Years Foundation Stage regulations and requirements. The childminder has a good relationship with parents and she is well aware of how to work with other settings that children attend. This is highly significant in making sure that all the needs of the children are met. The childminder is very motivated in her capacity to improve and takes the initiative to attend regular training events. This has a secure impact on learning outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that wording in the record for complaints is in line with the welfare requirements

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues, policies and procedures. She has the appropriate documents to refer to in the event of a concern about a child and knows who to contact. The childminder's focus is the safety of the children both inside the home, out walking and on outings. This includes a clear risk assessment which strengthens children's safety while they are

in her care. Policies and procedures are well documented and easy to read. They are shared with parents and reviewed regularly. This includes a complaints policy; however, the document for recording any complaints is out of date and does not refer to early years welfare requirement.

Children make good progress in their learning and development. They thrive in the care of the childminder and are content to play. She is inclusive in her practice as all children have the opportunity to achieve well and contribute to their own learning. Planning of activities is centred on the children's interests and the childminder provides a wide selection of resources to support what children would like to do as they learn through play. The play area children use regularly is extended to outside. This gives them a wider opportunity to increase their choice of where they wish to play. Indoors, children are stimulated by the colourful posters and displays around the walls. Each area is marked with laminated pictures and words identifying, for example, the book corner. Outside, children are surrounded by a set of sensory experiences such as a collection of sounds from different mobiles moving in the wind and fragrance from such plants as lavender and mint.

The childminder has experience in the care of children and has a good understanding of the Early Years Foundation Stage framework which is evidenced in the amount of detail and supporting information in the children's record books. The system used by the childminder includes observations and assessment which are used to identify the next steps of children's learning. She evaluates her practice effectively and uses this to identify any areas for improvement.

Parents are kept fully informed of their children's learning and development. This is done through verbal contact and a written message book which shares information about what the child has done at home and at the childminders. Parents are aware of the childminder's policies and procedures and have their own personal pack to refer to when needed. Parents' views are taken into account and used to improve the childminder's service. They are provided with the occasional newsletter, which is another way of keeping parents informed of any changes. Children benefit from the childminder's positive relationship with other settings to which they belong. The shared information gives the childminder the opportunity to have a complete picture of the children's needs and learning ability in order to plan activities and provide a varied selection of resources. Equality and diversity is highly promoted through the provision of quality books, resources and interesting festivals such as St. Georges Day and Chinese New Year. As a result, the individual needs of the children are successfully met.

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

Children are cared for in a safe and secure environment. Frequent opportunities to use the garden as an extension to their play are provided by the childminder. This not only enables children to understand the need for daily fresh air and exercise, but gives them the chance to make choices for themselves especially about where they wish to play. Children are encouraged to adopt good hygiene routines and

learn how to prevent the spread of infection. This is managed by the childminder's good example. Children are provided with their own clean hand towel daily and given clear instructions as to the correct way to wash their hands. Children are healthy. They gain from a balanced diet which the childminder provides by mixing healthy fruit and vegetables with the odd treat. Children are well aware of the need to drink plenty of water in warmer weather. They are skilful at pouring their own water from a jug into a cup, for themselves and others, and choosing what they would like to eat at lunch time.

Children benefit from the childminder's highly effective management of their safety. For example, they are responsive to her regarding road safety. Children know when to stop, look and listen at the curb. They are fully aware of keeping safe in the sun. They spontaneously put their hats on each time they go outside and are willing to let the childminder apply sun cream at regular intervals. Children are learning to keep themselves safe as they tidy away toys after use and actively take part in an emergency evacuation drill on a regular basis. Learning to keep safe has a great impact on children's future understanding of safety issues.

The childminder promotes a very positive approach to managing children's behaviour. They respond well to her gentle persuasion and positive suggestions. While in the care of the childminder, children develop a sense of belonging. They feel safe and respond affectionately to her, often calling her by name and going to her for support as she acts positively to their requests. The childminder interacts with the children at all times including playing football.

Children delight in their play and achieve well. They are provided with a range of opportunities to learn through play. For example, children spend time playing in a water tray outside. Bubbles and ice cubes added to the water gives them the chance to experiment with changing nature of water. They draw outside with large pieces of chalk on a board and have easy access to other mark making instruments and paper. Children are motivated and interested in the activities and resources on offer and the childminder has a great impact on helping to develop their self-esteem. This is achieved through lots of praise and encouragement.

Through interesting visits to the library, children learn skills for the future under the patient guidance of the childminder. This includes growing their own strawberries, learning to cook and playing together harmoniously and sharing toys. Most of all, children are beginning to learn how to make choices for themselves. This is enhanced through the range of opportunities provided by the childminder for them to independently make decisions for themselves. Tools such as laminated picture cards show children the activities they can choose to do and toys they are able to select. Overall, children are well cared for and enjoy their time with the childminder.

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	2

The quality of the provision in the Early Years Foundation Stage

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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	1
The extent to which children make a positive contribution	2
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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