

Inspection report for early years provision

Unique reference number	EY273365
Inspection date	07/03/2012
Inspector	Beverley Blackburn
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 registered in 2003. She lives with her two children aged 9 and eleven years in a house that is close to the centre of Calne, Wiltshire. The home is in walking distance of local shops, schools and pre-schools. All areas of the property are used for childminding. There is an enclosed garden available for outside play. The family has a guinea pig.

The childminder is registered to care for no more than six children under eight years at any one time; of these, three may be in the early years age range. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently cares for four children, who attend part-time. The childminder has a National Vocational Qualification at level 3 in Children's Care, Learning and Development. She also has a Diploma in Child Psychology.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children seem settled and contented with the childminder, who provides a caring, safe and secure environment. Children get good attention from her to help them progress well to meet their learning needs and skills for the future. However, the range of sensory and messy activities to stimulate younger children is less well established. The childminder has good relationships with parents and is beginning to improve contact with other settings that provide the Early Years Foundation Stage (EYFS). The childminder has required documentation in place to suitably safeguard children and help to ensure their welfare. She is beginning to review her practice to identify some of her strengths and weaknesses and shows sufficient capacity to continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further understanding of Early Years Foundation Stage, observations and the planning of the next steps in the children's learning and development in order to secure foundation for future learning
- improve the range of activities for younger children that stimulates and widen their learning and development experiences, such as sensory and messy play
- extend communication with other settings to provide effective continuity of children's care and education.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of how to safeguard children. She has a sound understanding of child protection issues and of who to contact in the event of concerns about a child. She has all relevant information from the local authority readily accessible for reference. She has the required documentation to help ensure children's welfare. The childminder demonstrates her ability to provide a safe environment for children by checking that suitable, safety measures are in place, including working, smoke alarms. She makes sure all fire precautions are in place. The childminder practises the evacuation plan with children, who develop a sound sense of keeping themselves safe. Children play in safe premises, free from a majority of risks. The childminder has implemented a risk assessment of her home and reduced most risks appropriately to prevent accidents.

The childminder demonstrates a secure understanding of promoting equality of opportunity. She has a suitable range of age-appropriate resources that includes some toys that show positive images of diversity. The childminder has begun to reflect on her practice and identify areas for improvement that will enhance her practice and provision. These include increasing her range of resources, investing in more multi cultural toys and visiting more early years settings. She intends to further improve her knowledge and understanding of the EYFS and develop her knowledge and skill in childcare through further training. The childminder has also addressed the recommendations from the last inspection; this reflects sufficient capacity to maintain continual development.

A good partnership is developing with the parents. There is effective, two-way sharing of information through regular discussions at collection times. The childminder shares a daily diary with parents. This helps keep parents well informed of their child's day and provides good continuity for most aspects of children's care and development. Children benefit from the strong partnership, as they have their routines respected and are cared for in line with the parents' wishes. The childminder is aware of the need to liaise with others, should children begin to receive support from other settings or agencies.

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

The childminder has recently returned to childminding after a period of working in another area of childcare. Children are happy and contented in her company. She is caring and affectionate towards them and gets down to their level. She is well involved in their play, including hand and feet painting and looking at books together. This is effective in allowing babies and toddlers to explore the available space with supervision. Children and babies are secure in the childminder's home and are beginning to display a strong sense of belonging. Children show good independence as they make choices of their activities and choose from a selection of their favourite toys set out by the childminder. Activities are rotated to keep

children effectively interested. Children are focused to solve problems with the childminder's support, such as doing puzzles or recognising simple shapes as they play with the shape sorter. Babies proudly show a sense of achievement as they attempt to say words or follow simple instructions and as the childminder warmly praises their efforts. Children are happy and relaxed as they play and enjoy positive interaction with the childminder. They listen to what she says and repeat her words, as they develop good language skills. Such activities help children develop effective skills for the future. Children are developing a strong awareness of the community as they go on visits to the park. However, visits to local groups, such as toddlers, are not currently included in the activity plan, which reduces opportunities for children to socialise with others.

The childminder has made a good start to observe what children can do and is beginning to effectively assess their progress. She keeps a learning journal on each child to closely monitor their progress. She has started to link activities to the six areas of learning and to plan next steps in their learning, as identified in observations. She intends to enhance her strengths and confidence about the early learning goals to continue to provide a secure foundation for future learning. Children are making good progress in their learning during their time with the childminder.

Children of different ages develop sound relationships. As a result, they generally play cooperatively together and are learning to share and take turns. Overall, children behave and clear boundaries help them to learn right from wrong. The childminder demonstrates appropriate methods to use for managing children's behaviour, including the use of praise and encouragement. Children are effectively encouraged to learn about healthy lifestyles. Overall, children's health, physical and dietary needs are well met. Children learn the importance of personal hygiene through the daily routine. They enjoy regular outdoor exercise, such as walks to the local park. Children are effectively looked after if they become ill. They are protected through the childminder's up-to-date knowledge of first aid and the implementation of her procedure to follow in the event of an emergency. Children enjoy healthy and nutritious snacks and meals; they have regular drinks. Children are suitably learning to keep themselves safe. They stay close to the childminder when out and about. They are learning how to be safe on the road and to keep within sight and hearing of 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?	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	2

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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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