

Inspection report for early years provision

Unique reference number	EY288464
Inspection date	10/11/2009
Inspector	Susan June Stone
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 has been a registered childminder since July 2004. She lives in a three bedroom semi-detached house in Midsomer Norton, Radstock. She lives with her daughter who is aged over eight years. The whole of the house is available to use for childminding purposes. There is a safe, enclosed garden at the back of the house which is used for outdoor play.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. At present she is caring for three children part time, who are all in the early years age range.

The childminder has good links with other childminders in the area and regularly visits the local toddler groups. She is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises her home well and offers a variety of activities to ensure that each child in her care receives an enjoyable and challenging experience. She provides a welcoming setting to children and parents; she has established close working partnerships with parents which help to ensure a fully inclusive setting where children's individual needs are well met. Children's individuality is recognised and their needs are supported well to encourage their developmental progress through the Early Years Foundation Stage. The childminder demonstrates a positive commitment to providing high quality childcare provision; she is reflective in her practice, showing a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment to include each specific type of outing that is undertaken
- continue to develop a system to monitor children's progress and achievements; use information gained to identify learning priorities linked to the expectations of the learning goals to help promote children's individual progress and development
- ensure the attendance record is suitably maintained.

The effectiveness of leadership and management of the early years provision

The childminder implements policies and procedures effectively to promote children's welfare and safety. Most documentation is well maintained, however, the attendance record is not always suitably completed. Children are supervised well whilst being given the opportunity to play freely, explore and investigate. The childminder organises her home well so that children can move around freely, selecting from suitable toys and equipment independently. The childminder has a good understanding of how to safeguard children; she is aware of the support systems available to her, and the procedures to follow with any concerns. She carries out regular risk assessments and organises her home and outings well so that children play in a very safe environment. A risk assessment checklist of the premises is completed daily to ensure a written record of assessment is maintained, but details of specific outings are not included.

Parents are made welcome and information is shared mainly through face to face conversations; they are provided with useful information about the setting, and the childminder's open and friendly approach ensures a consistent and continual two way sharing of information. The childminder seeks information from parents to enable her to effectively meet each child's individual needs, to ensure they are fully included and able to play an active part in the setting. She is aware of the need to work in partnership with other providers and is considering how this can be best implemented.

The childminder is informally reflective; she monitors and evaluates the service she provides to help her strive for continued improvement. Through self-assessment she has highlighted some areas where she feels her service could be improved, such as introducing written progress folders for the children, and she has successfully addressed the areas for improvement from her last inspection.

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

Children are welcomed into the childminder's home and valued as individuals. The childminder is caring and sensitive towards their needs, helping to ensure they are happy and settled, and secure in their surroundings. They receive much praise and encouragement from the childminder for their efforts and achievements, which helps boost their confidence and self-esteem. The childminder demonstrates a secure understanding of children's developing needs and provides them with a broad and interesting range of activities which helps them to make good progress. She is considering how she can develop an observational assessment system to monitor and record children's progress and achievements, to help her identify learning priorities for the children in her care, and to help in planning activities to encourage and support them to take the next steps in their learning and development within the expectations set out in the early years framework.

The childminder is suitably involved with the children as they play, she manages

activities well to ensure all children can participate at their own level and gain from the experience. She divides her time between the children, ensuring they all enjoy what they are doing. She sits on the floor with the children, so she is at eye level, talking with a child in the activity walker, laughing with them, exploring the different fabrics and textures, offering them a teething toy to chew on and asking them who they can see in the mirror; the child laughs, smiles and burbles in response, developing their communication skills. Children have good relationships with each other and have developed good relationships with the childminder. They enjoy the closeness as they use the activity steering wheel, twisting and turning the different buttons and levers to make a variety of noises, and the light flash. It is evident that close and caring relationships have been formed and the children are relaxed and settled in the childminder's care and therefore make good progress in their development. They are confident to play with the dolls by themselves, and ask the childminder to help them dress their baby. The children are developing an understanding of their local community and the wider world, as their days with the childminder may include a variety of outings outside the home such as to the local toddler group, where they meet other people and use alternative equipment. They also have access to a range of resources that reflect differing aspects of diversity, which help them to recognise, value and respect similarities and differences between themselves and others.

Children receive good support from the childminder and their health is promoted effectively through the clean and well-maintained environment provided. Good routines are followed to promote children's health and ongoing well-being, as from an early age they learn about the importance of hand washing, and the childminder follows good routines when changing nappies. Children are protected in an emergency as the childminder has completed an appropriate first aid course and accidents are dealt with promptly, recorded and shared with parents. Children learn about keeping themselves safe through everyday routines, such as keeping the toys from spreading across the floor and not to climb on the furniture. Behaviour is managed in a clear and consistent manner enabling children to learn boundaries and be clear of expectations as the childminder sets a good example to the children with her calm and consistent approach.

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	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

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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	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

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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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