

Inspection report for early years provision

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Inspection date	03/02/2010
Inspector	Barbara Walters
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2004. She lives with her husband and two children aged 11 and six years in the Weston area of Bath and North East Somerset. The whole of the property is used for childminding and there is an enclosed outdoor play area. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. The childminder also offers care to children over five years to 11 years. The childminder walks, or uses a vehicle, to collect and take children to local schools. She attends the local toddler group and takes children to the local park and library. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of how to identify the individual needs of the children in her care and ensure their learning and welfare is effectively promoted. She builds good relationships with parents to support children in making good progress and provide for their individual needs. The childminder uses her home and daily outings well so children can participate in a range of interesting and age-appropriate activities. She demonstrates a good capacity to self-evaluate her practice and to strive towards constant improvement for children's benefit.

What steps need to be taken to improve provision further?

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

- develop further systems to share information with other providers who deliver the EYFS to ensure children's progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The childminder's procedures for monitoring and evaluating her practice, such as completing her self-evaluation, ensure that she is continuing to clearly identify the areas for improvement and implement changes. For example, children's records have been reviewed to help the childminder understand what children know, can do and enjoy when they first attend, which further promotes their individual needs. Works are in progress to improve the outdoor play areas to offer a larger and safer back garden which children can enjoy. The childminder has developed informative policies and procedures which help to promote the welfare and well being of the

children and underpin everyday practice. She continues to improve her practice by taking advantage of available training, bringing back knowledge gained to improve outcomes for children. The childminder's effective safeguarding policies and knowledge of child protection issues ensure that children are her first priority. She has recently attended child protection training to gain a good understanding of the signs and symptoms of abuse and to develop her knowledge of what she would do if she has concerns about a child in her care.

Parents are very pleased with the care the childminder offers and feel she works hard to provide a calm and stimulating environment for the children. The childminder works continuously with parents through on-going discussions and by a useful two-way diary to ensure children have continuity of care and security. The childminder shares the children's developmental records regularly with parents so they are kept informed of their child's progress. She has established some close links with other settings who deliver the Early Years Foundation Stage. However, this is not consistent in ensuring all children's progression and continuity of learning and care. The play spaces in the home are well organised and children enjoy playing freely throughout the downstairs areas of the house. They have access to a wide range of toys and books which are easily accessible in low units and this extends their opportunities to develop their independence and confidence.

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

The childminder plans the week so that children have a varied and enjoyable time. Outings to children's groups and the local shops help children to develop an understanding of the local community and develop their social skills and confidence. Children are engaged in a range of activities that appropriately challenge them. For example, children explore the musical instruments and experiment with the sounds of the drum and rattles. The childminder supports children well and encourages them to reason and work together. They enjoy sharing books with the childminder, who adapts her responses and questioning for the age and understanding of the individual children. Younger children enjoy lifting the flaps in a book to discover the animals and mimic their sound, and older children recall the animals they have seen on holiday. Children have the opportunity for plenty of exercise and develop their physical skills when they walk daily to and from school and spend time in the park. They spend their time during their walks talking about their surroundings and count the number of buses they see to promote their numeracy skills. The childminder makes sure her house and resources are interesting, attractive and accessible to every child. Toys and activities are laid out ready for children's use and reflect their interests and preferences. Children can select what they want to play with which increases their independence and self-esteem. The childminder is clear what children can learn from each activity. Written observations are in place which includes written narrative and photos of children's achievements which are linked back to the early learning goals. The childminder knows the children well and supports them in the next steps in their learning.

Children develop a good understanding of how to eat healthily by visiting the

greengrocers to choose their own fruit or vegetables. The childminder provides home cooked meals and a range of healthy snacks, encouraging children to further develop healthy eating practices. The childminder is aware of children's likes and dislikes and ensures that she respects their preferences. Young children are fed according to their routines at home, to further support their individual needs. Ongoing explanations from the childminder about safety issues help children to begin to understand how to keep themselves and their friends safe. For example, older children sit to the table when playing with toys with small parts to keep the younger children safe from choking. Children know the routine to stand on the mat until the childminder is able to supervise them walking down the steps. The childminder offers good explanations to help children to learn right from wrong and self-discipline. For example, they are gently reminded "no thank you" for unwelcome behaviour and the childminder skilfully distracts children and gives them praise and encouragement when they have done something well. Consequently, children are relaxed, play well together and have a strong sense of belonging. The childminder creates a positive environment in which children learn to respect the needs and feelings of others. She helps children learn about and respect their own cultures, as well as those of others, by celebrating events and festivals. For example, children explore which year they were born and the animal that year represents in the Chinese New Year calendar.

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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