

Inspection report for early years provision

Unique reference number	EY307138
Inspection date	10/11/2008
Inspector	Susan Esther Harvey
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and a teenager in Chippenham, Wiltshire. The whole of the property is used for childminding and there is a fully enclosed garden available for outside play. The setting is accessed by two small steps.

The childminder is registered to care for a maximum of six children at any one time. There are currently four children attending who are within the Early Years Foundation Stage(EYFS). The provider is also registered by Ofsted on the compulsory and voluntary part of the Childcare Register. The childminder attends the local parent and toddler group and takes young children swimming and to the park. The family have a dog.

Overall effectiveness of the early years provision

Children are cared for in a secure and welcoming setting where their individual needs are fully met. The childminder knows the children well and recognises their uniqueness and individuality. Children make good progress in their learning and development in most of the six areas of learning. The childminder evaluates her practice in order to identify and maintain continuous improvement. There is a strong emphasis on partnership with parents which is of benefit to the children and responsive to their needs.

What steps need to be taken to improve provision further?

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

- enable children to begin to learn about other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society

The leadership and management of the early years provision

The childminder is well organised and her home is welcoming to children. Children are safeguarded and protected through the childminder's sound understanding of child protection policies and procedures and knowledge gained through training. The childminder maintains a comprehensive risk assessment which ensures the safety of children indoors and on outings.

The childminder has identified areas for improvement which includes focusing on obtaining further knowledge of the Early Years Foundation Stage (EYFS) framework and Makaton signing programme, as another means of communicating with children. Therefore, children benefit from the childminder's commitment to increase her professional development. The childminder is proactive in using photographic evidence to monitor and identify children's next stage of learning

which goes towards their individual learning journey diaries. Children contribute to the diaries by thinking and writing what they are good at and like to do.

Parents are provided with informative policies and procedures to read as well as information about the setting. Children benefit from a gradual induction in the company of their parents, resulting in a well managed transition from home to childminder. Information is shared about children's abilities at home and used as a starting point by the childminder for children's activities in order to develop their interests. The two-way flow of information continues with the use of daily diaries where the childminder and parents provide details relating to the child's time at home and in the setting. As a result, children's complete care and learning is being identified and monitored.

The childminder's practice is inclusive as she has a good knowledge of each child's background and needs. However, she has recognised there is less opportunity for children to begin to learn about other people's cultures so that they understand and celebrate the similarities and differences in a diverse society. The childminder is looking to take steps to address this. The high levels of engagement with children by the childminder gives them a keen sense of security.

The quality and standards of the early years provision

Children are happy and content in the care of the childminder. Children are well supported in their learning through the childminder's good knowledge and understanding of the Early Years Foundation Stage framework(EYFS). They enjoy an interesting range of planned activities, which are adapted individually to develop their learning. Children are provided with a good range of resources and activities which increases their learning. Babies are active and enjoy moving around a space with ease, they are sociable and curious and explore the world using quality toys and resources. The childminder has a good balance of adult and child led initiated activities which helps children make independent choices. An example of this is the childminder's flexibility in enabling children to initiate activities for themselves, resulting in increasing their motivation and concentration. Children take time creating colourful pictures from a variety of dried leaves which they had collected while out walking. The leaves which compose of different shapes, sizes and range of colours, enable children to develop their understanding of the changing seasons and the natural world.

The childminder is a good role model in helping children to learn the boundaries of how to behave towards each other. Children understand and are sensitive to the needs of babies and the restrictions placed on their play opportunities due to younger children being cared for at the same time. The childminder is aware of each child's ability and carefully plans to introduce them to activities outside of the setting which contribute to their learning. Children enjoy visiting the library and listening to stories in a large group. They attend physical play activity centres where they can express themselves making a noise and running around safely.

Children are learning about good hygiene and developing independence through the childminder's good practice and guidance. For example, children have

individual towels on which to dry their hands. Clear, easy to follow instructions in pictures are displayed in the bathroom about how to wash hands correctly. Children's understanding about being healthy is well promoted as the childminder encourages them to learn about a healthy lifestyle. Daily walks are taken in the park and they enjoy healthy snacks and meals provided by parents. Regular drinks are offered to young children throughout the day.

The safe and supportive environment is well resourced and equipped giving children ready access to toys and books. Children's safety is a high priority for the childminder. She has a keen awareness in ensuring the safety of babies and children in her care. For example, several stair gates prevent access to areas such as the kitchen and the stairs. The premises remain locked and secure. Regular fire drills ensure children have sufficient opportunities to become familiar with evacuation procedures. Children are learning to keep themselves safe, they eagerly tidy away toys off the floor so that babies can crawl around in safety.

Children enjoy the experience of learning to play together, they are independent in their choice of activity and in dressing themselves, such as putting on coats with little assistance. They are able to practise cooking, and learn about caring for the environment as they are encouraged to re-cycle such things as plastic and paper. As a result, children are developing skills which will be of benefit to them in life.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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