

Inspection report for early years provision

Unique reference number	EY310090
Inspection date	06/05/2009
Inspector	Catherine Louise Sample
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 in an easily-accessible detached house in Chippenham with her husband and children, aged 14, 11 and eight. The ground floor is the main area used for childminding. There is a fully enclosed garden for outdoor play. The family have a canary, two fish and two guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a total of six children at any one time. There are currently 12 part-time children on roll, of whom nine are in the early years age range.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well settled in this supportive setting. The childminder works closely with parents to ensure that she knows children's needs well and can meet them effectively. She takes positive steps to ensure that all children can take part in activities and that their interests are catered for. She has begun to monitor and evaluate her provision and is committed to further development of children's care and education.

What steps need to be taken to improve provision further?

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

- further develop systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop systems to maintain a regular two-way flow of information with other providers

The leadership and management of the early years provision

Children's welfare is promoted by the maintenance of all necessary records and the effective implementation of a variety of policies and procedures. The childminder safeguards children by making daily safety checks and risk assessing outings. She has attended child protection training and has a sound understanding of the possible indicators of abuse and the procedures to follow if she is concerned about a child. She has begun to monitor and evaluate her provision by assessing children's progress and by seeking feedback from both parents and children. However, she is not yet fully confident about identifying areas for further development.

Children benefit from an effective working relationship between the childminder

and the parents, which helps to ensure that their needs are fully met. The childminder shares information with the parents through discussion and shows them summaries of their children's progress every three months so that they are fully aware of what they are learning. She has good links with the local school which several older children attend but has yet to establish a working relationship with the nursery one child attends. Children are learning about the cultural backgrounds of others through activities, such as celebrating festivals, and through regularly using resources, such as books, that promote diversity. The childminder ensures that children of all ages and abilities can take part in activities. She adapts activities so that all can join in but also gives children opportunities to play in separate groups so that they can use resources that may not be suitable for other age groups.

The quality and standards of the early years provision

Children are learning about safety as the childminder reminds them to mind their fingers when they use a knife and to sit properly on their chairs. Her home provides a safe and secure environment with sockets covered, the front door locked at all times and stair gates used when younger children are present. Children's health and hygiene needs are met effectively. They have individual hand towels to prevent cross-infection and are taught to wash their hands after outdoor play, after using the toilet and before eating. They can easily access drinks and the childminder promotes healthy eating by discussing foods, such as fruit and vegetables, in a positive way. Children have good manners and the childminder ensures that they are aware of her clear boundaries for behaviour. The older children have been involved in making an anti-bullying poster.

Children enjoy taking part in a varied range of free play and structured activities that include weekly craft sessions, growing pumpkins and sunflowers, and making cookies. They play happily with a wide range of easily-accessible resources that cover all areas of their development. They particularly enjoy playing with the play dough and choosing books for the childminder to read to them. The childminder knows the children well and this enables her to identify and meet their individual needs and interests. She has a sound understanding of the EYFS and uses it as reference when she records observations of children's play. She summarises children's progress every three months and uses her observations to show what they have learnt and what the next steps are for each child. She uses this information to inform planning and to extend children's free play to encompass their learning needs. Children's social skills are encouraged as they attend toddler group and gain confidence. They walk everywhere since the childminder does not drive and this gives them good opportunities to find out about the local environment. They are also learning about nature through planting seeds and observing birds in the garden. They play games that involve counting and identify numerals in everyday settings.

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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