

Inspection report for early years provision

Unique reference number	EY341381
Inspection date	29/03/2011
Inspector	Penny Wood
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 was registered in 2006. She lives with her husband and three children aged one, four and eight years old in Salisbury, Wiltshire. The whole of the home is registered for childminding and there is a fully enclosed garden for outside play. The childminder is able to walk and drive to local schools and pre-schools. The family has a rabbit and a guinea pig that live outside.

The childminder is registered to care for a maximum of four children under eight years old at any one time, of whom, two may be in the early years age group. She currently has seven children on roll age between 10 months and 11 years old. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are clearly happy and at ease in the childminder's homely environment. They show high levels of confidence and clearly enjoy the attention they receive from the childminder. Children participate in a good range of activities and play opportunities, which promote their learning and development well. Good strategies, such as strong partnerships with parents enable the childminder to meet children's individual needs. The childminder is mindful to ensure all children are included within activities and she shares her time well between those present. The childminder has taken positive steps since the introduction of the Statutory Framework for the Early Years Foundation Stage to ensure that most aspects are promoted to a high standard.

What steps need to be taken to improve provision further?

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

- further develop the systems for monitoring children's achievements to ensure children are fully supported in all aspects of their learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the childminder has a thorough understanding of her child protection policy and procedures. She conducts daily risk assessments on her home to ensure it is safe and suitable for children with good measures in place to minimise hazards. For example, the use of stairgates prevents children from accessing hazardous areas such as the kitchen unsupervised. Space is used effectively and children enjoy room to move freely

when playing. The childminder is vigilant in ensuring small toys do not pose a choking hazard to the youngest children in her care. Children's safety is promoted well on outings. The childminder ensures they walk together and she checks venues, such as play parks, for hazards before letting children play.

Good strategies are in place to promote children's good health. For example, the childminder maintains a first aid qualification, ensuring she is able to take appropriate action following accidents and when children are ill. Health documentation, such as the accident record, is completed in clear detail and shared with parents informing them of events. An effective sickness policy is in place, such as the exclusion of children when suffering from sickness and diarrhoea, which reduces the spread of contagious illnesses. The childminder promotes strong partnerships with parents, which enables her to meet children's individual needs. High levels of information are shared within a daily diary, which offer parents an insight into how children have spent their day and 'wow' moments they may have achieved. In return, the childminder welcomes feedback from parents, which enables her to adapt her provision according to children's dispositions. The sharing of her policies and procedures offer parents an insight into her role and responsibilities.

The childminder has a positive attitude towards working with other providers to support children within their learning and development. For example, she is open to working with schools, pre-schools and professionals supporting children with special educational needs and/or disabilities. The childminder uses her resources well. For example, she provides children with a good range of age appropriate toys and equipment. Since her last inspection she has developed her range of resources that depict positive images of diversity, which enables children to gain an awareness of differences naturally through play.

The childminder makes effective use of training to help drive improvement. For example, in addition to refreshing her first aid qualification, the childminder has also undertaken training linked to the Early Years Foundation Stage. The childminder welcomes support from a development worker and links in with other childminder's to share good practice. The childminder effectively evaluates her provision and has a good awareness of her strengths and the areas to develop. She evaluates her resources and ascertains how she may improve her range, which will benefit the children in her care.

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

Children are keen and eager participants in a good range of activities and play opportunities. They are forming good friendships with each other and come together well in their play. They behave well because they are well occupied, able to follow their own interests and benefit from clear boundaries set by the childminder. The childminder is very good at sharing her time between those children present, which ensures that all children feel valued and develop a sense of belonging. The childminder ensures that she adapts her provision in order to meet

children's individual needs. For example, when children are tired, she gives them lots of reassurance and reads them a story before putting them to bed. High levels of praise and encouragement boosts children's confidence and self-esteem.

The provision of a good range of learning opportunities enables children to make positive progress within their development. The childminder knows the children well and provides activities which she knows they will enjoy. Activities and play opportunities are age appropriate and she ensures children experience appropriate levels of challenge to encourage their progress. There is a good range of resources suitable for the ages that the childminder cares for. The childminder has a flexible approach towards the planning of activities and adapts her provision well to meet the needs of the children. For example, if children are tired or show little interest in an activity then she provides an alternative to ensure they remain engaged and occupied. The childminder is developing her system for recording and monitoring children's achievements and progress. However, the system currently does not monitor their progress consistently across the six areas of learning or identify where children may excel or require additional support. This is an area that the childminder has identified within her evaluation systems that needs further attention and she is currently working with her development worker to enhance her practice.

Children experience good opportunities to make choices and to self-select from the range of available toys. They are developing their imaginations well and enjoy role play scenarios with the dolls, such as cleaning and dressing them. They particularly enjoy snuggling up with the childminder on the sofa to read books. Children happily take turns in choosing the stories to be read. The childminder uses good intonation when reading to the children, which makes the story fun and children clearly enjoy this time. Children are gaining good language skills because the childminder introduces them to new words and reinforces pronunciation. They enjoy counting and naming the different colours together and play an active part in story time. Children are gaining high levels of independence. For example, the childminder encourages children to climb the stairs and to put on their shoes before going outside to play. High levels of praise and support from the childminder enables children to experience a sense of achievement.

Children enjoy a healthy range of meals and snacks, some of which are provided by the childminder. The older children are able to have input into the menu and volunteer suggestions to be included in the range of snacks. Drinks are readily accessible and children are able to help themselves when thirsty. Children follow good hygiene routines, such as cleaning their hands before eating. The childminder gently reminds children to use their hands when coughing, in order to reduce the spread of germs and illness. Children enjoy being physically active, which promotes their good health. They enjoy jumping on the trampoline and playing in the sandpit. Children benefit from opportunities to visit local play parks where they are able to experience a wider range of large play equipment, which encourage them to develop their physical skills. Children are gaining a good understanding of how to keep themselves safe. For example, the childminder reinforces road safety with children on outings and they practice the emergency evacuation procedures at home. When playing with the sand, she gently reminds children not to throw as it

may hurt each other's eyes.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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