

Inspection report for early years provision

Unique reference number	EY354373
Inspection date	12/08/2009
Inspector	Rachel Edwards
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives in a house in Swindon with her husband and two-year-old child. All of the house may be used for childminding and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for no more than five children under eight years. She may also care for one child overnight. She currently has six children on roll, of whom three are in the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder forms excellent relationships with children and their parents and this forms the basis of all she does. She gets to know each child very well and tailors her care to meet their individual needs so that they are happy and make good progress in their learning and development. She is very enthusiastic and keen to develop her knowledge further. She regularly introduces new ideas from training she has attended and she demonstrates 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:

- ensure that parents are aware they must give prior written consent for any medication including all non-prescription drugs
- make greater use of the Early Years Foundation Stage guidance on learning and development, to judge children's developmental stage and plan for the next steps in their learning

The leadership and management of the early years provision

The childminder is well organised and fully committed to providing good quality care for all children. She has produced a broad range of policies to guide her work and keep parents well informed. All the required documentation is in place to support children's well-being and a very effective risk assessment means that children are kept safe at the premises and on outings. She was not, however, clear about the written consent she would need before giving unexpected non-prescription medication, for example, if a child became ill in her care. Children also learn to keep themselves safe, for example, by practising and recording fire drills, when the childminder uses stories to reinforce their learning. She has arranged for a community police officer to talk to the children about keeping safe without making them fearful. She has an excellent understanding of her role in protecting children from harm or abuse and she is clear about the procedures to follow, should she be concerned about a child's welfare.

The childminder has developed very strong links with parents and other settings that children attend so that she has a thorough understanding of their home circumstances, care routines and learning and development.

The childminder reflects on her practice and is eager to adopt new ideas following training or her own research. She uses questionnaires to get feedback from the parents. She accurately assesses her own strengths and areas for development. As a result she has successfully developed areas that will have the greatest impact on the children. For example, she makes very good use of her garden for outdoor play, so that children learn through practical purposeful play. She has realistic plans for the future, such as developing her self-evaluation system and in the longer term to build a new playroom allowing children greater choice of resources.

The quality and standards of the early years provision

Children enjoy a wide range of interesting activities and outings whilst with the childminder. They are extremely settled in her care and move with great confidence around her home and garden choosing what to play with from an early age. These generally match children's level of development well, although the childminder is not always secure in her knowledge of how to develop older children's early literacy and numeracy skills.

There is a good balance between adult led play and times when children play by themselves. When leading their play, the childminder builds well on what children already know. For example, a toddler loves playing shops, choosing what to put in the basket and paying the shopkeeper. The childminder introduces lots of new vocabulary helping the children develop good language skills as they act out a familiar scene. Children have lots of opportunities to make marks, for example, they have fun chalking on the floor outside or painting handprints on the wall. There is an emphasis on messy play, and young children benefit greatly from these sensory experiences. For example, even children who do not like to get dirty, love rolling outside on a blanket of flour.

Children generally behave very well and the childminder offers firm but gentle guidance to those who find it more difficult to share or take turns. They learn to follow simple rules such as holding hands and crossing the road safely. They have frequent outings which allow them to explore their local community and have the opportunity of socialising with others.

Children enjoy a very healthy lifestyle at the childminder's. There is a great deal of outdoor play to keep them fit and healthy. They eat a range of nutritious and appetising snacks and meals, which they eat sitting together at the table. The childminder liaises closely with parents over children's meals and they have been delighted with the way she encourages difficult eaters to enjoy a wider range of foods. The childminder recognises the importance of working with parents, especially at certain times such as toilet training.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	3

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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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