

Inspection report for early years provision

Unique reference number	EY354373
Inspection date	25/01/2011
Inspector	Karen Prager
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 2007. She lives in a house in Swindon with her husband and young 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, which includes no more than three within the early years age range. The childminder works with an assistant. When working with an assistant she may increase the number of children that she cares for in the early years age range to four children. She may also care for one child overnight. She currently has three children on roll in the early years age group. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. They are happy and settled and demonstrate a strong sense of security of the childminder's home. The childminder provides an inclusive service where each child is valued and their individual needs are known and met. Children's safety is afforded a very high priority and effective partnerships are in place with their parents and others involved in their care and education. Systems used for self-evaluation are under development but the childminder demonstrates a strong 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:

- develop systems of self-evaluation to prioritise areas for further development, how and within what timescale these will be implemented and how the impact on the children will be monitored and assessed
- develop learning plans for each child based on information gained from talking to them, their parents and other carers and by observing the child

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well. The childminder demonstrates an excellent knowledge of procedures for identifying any child at risk of harm and liaising with the appropriate agencies. Risk assessment records are thorough and

any potential risks to children are effectively identified and promptly minimised. The childminder is clear about notifying Ofsted of any changes or significant events and all adults in the household have been suitably vetted. She has a good range of policies which she reviews regularly and updates as necessary. These are shared with her assistant and with parents when the children begin their placement so that all involved with the care of the children are informed about the provision.

The well-organised and welcoming environment that the childminder provides creates an atmosphere that is conducive to both learning and having fun. Children have plenty of space to play and rest. Resources are plentiful and a good selection is easily accessible to all children and this encourages them to make some independent choices about their play and learning.

Children's individual needs are known and met because the childminder recognises the value of working in partnership with parents and others. The childminder has developed positive partnerships with parents. She ensures that she gains essential information about them before they attend and exchanges information about their children's welfare and development on a daily basis. The childminder provides a welcoming and inclusive environment for children and their families. Essential information such as the registration certificate is displayed at the entrance to the home. A notice board in the lounge is kept up to date with information to be shared with all parents including forthcoming events. She has also built up a range of books and leaflets for herself and parents to access so that they build their knowledge of good childcare practice.

Partnerships with others are well developed and she regularly meets with other professionals to share examples of good practice. Regular discussions take place with others who care for children and she exchanges appropriate information to ensure consistency of care and to extend and support children's learning. The childminder also meets regularly with the co-ordinator from the local childminding network for support. The childminder demonstrates a strong desire to improve the provision, attends regular training and she is keen to continue training in the future. She has started to evaluate her service, has a sound awareness of the strengths and weaknesses of herself and her assistant and has identified realistic priorities for improvement. However, the childminder's systems for ongoing reflective practice are still in their infancy and strategies for gaining the views of others to inform her self-evaluation are still being developed.

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

The childminder and her assistant have a secure understanding of the learning and development requirements of the Early Years Foundation Stage framework. They use this effectively to support children's development and as a result children are making good progress in their learning. The childminder conducts regular observations and assessments on the children and usefully shares this knowledge with parents ensuring that they are involved with children's development. Some of these observations are recorded and stored in a folder and a picture of the

children's continuous learning journey is developing. The childminder carefully considers the next steps to lead children forward and plans activities with these in mind. However systems used are not well developed or consistent for each child and as a result are not easily shared with parents or the assistant.

Children show that they are very settled in her care, moving with confidence round her home and approaching the childminder and her assistant readily for cuddles and support. Children select toys of their choice from easily accessible storage and the enjoy naming the animals they find. One child persists in re-locating the toy washing machine and explores what will fit inside. The assistant sit on the floor and supports a child dressing dolls whilst another child settles a doll into a basket and caringly covers it for sleep. Children enjoy a story together and the props are used to engage children's interest and help them make connections between the toy animals and the pictures in the book. They sing songs together joining in with actions and the childminder's lively chatter and clear speech directed at the children assists the children well in their understanding and use of language. There are warm interactions between the children, the childminder and her assistant, and she shows appropriate care and concern for the children. The children are well behaved and generally respond quickly to the childminder's requests. The childminder explains clearly what is expected and gently diverts young children away from unwanted activities. They assist in tidying away the toys and are keen to participate in group activities. They sit together using the play dough and show an interest in the world around them exploring new objects.

The childminder ensures that children only have access to the parts of the house that are appropriate for their play; they learn to move freely and safely between the lounge and the conservatory selecting what they would like to play with. Children are beginning to learn appropriately about healthy lifestyles through routine procedures. The children sit together at the table to eat a range of nutritious meals and snacks provided by the childminder and she discusses children's developing needs and interest in food with parents. Drinks are readily available and young children are reminded to drink to prevent them getting thirsty. Children have daily access to fresh air and exercise. They play with a variety of toys in the large garden and go for walks around the locality. The children learn about being safe by roads on these frequent outings. Children develop their knowledge of the wider world when they travel on busses to visit places of interest. They enjoy visits local farms and see the pigs and chickens and play in the large sandpit. Children's social skills and range of experiences are enhanced when they attend community groups.

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	1
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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