

Inspection report for early years provision

Unique reference number	EY356447
Inspection date	11/07/2011
Inspector	Hilary Tierney
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 registered from her current address in September 2010. She lives with her husband and adult daughter in the residential area of Tutshill, Chepstow, Gwent. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder lives within walking distance of the park, local pre-schools and schools. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time when working alone, of whom no more than three may be in the early years age group. The childminder's husband is her assistant and when they work together, they may care for a total of nine children under eight years of age, of whom, no more than six may be in the early years age group at any one time. Currently, there are nine children in the early years age group on roll. The childminder and her assistant also offer care to older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and secure in their surroundings. The childminder and her assistant provide a warm, welcoming environment where children's care and learning and development needs are met overall. There is a good partnership with parents and detailed relevant information is shared with them at the end of the day when they collect their children. However, the partnership with other settings that children attend has not yet been developed. The childminder and her assistant have completed the self-evaluation process effectively, which demonstrates commitment to the ongoing improvement of their practice and the care they provide.

What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and planning of activities that include children's starting points, interests and next steps, so that all children's individual needs continue to be met and they continue to make maximum progress in each area of learning
- develop links with other settings children attend so that practitioners from each setting regularly share the children's development and learning records and any other relevant information.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures ensure that children are protected and well supported. Arrangements for safeguarding children are robust. The childminder has effective procedures in place for identifying any child at risk of harm. Detailed risk assessments that cover all aspects of the environment and all outings are in place. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. Clear records of any accidents that may occur or any medication administered to children are kept and shared with parents. All written parental permissions are in place. The childminder and her assistant are vigilant in their supervision of the children. They have completed safeguarding children training and maintained an up-to-date first aid qualification. The childminder completes fire evacuations with children regularly and keep detailed records of when they are carried out. Sleeping children are regularly checked and a camera monitor is used to assist the childminder and her assistant keep the children safe as they sleep.

Resources are good, fit for purpose and able to support children's learning and development. The available resources are easily accessible for all children and are used well to help children achieve in their learning and development. The childminder is improving outcomes for children and takes effective steps to identify and close any gaps in the children's achievements. She has a good knowledge of each child's background and needs, and works closely with the parents to ensure the care provided is suitable for their children. An interesting well-equipped and welcoming environment successfully reflects most children's backgrounds and the wider community.

The childminder has a highly positive relationship with the parents and carers and relationships are well-established, ensuring each child's needs are met. Parents and carers are kept well informed about their children's achievement, well-being and development. The childminder helps parents and carers to support their children's learning in different ways. The effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Parent's comments are very positive about the care provided, and the flexibility and professionalism of the childminder. However, the partnership with other settings that children attend has not yet been developed.

The childminder has completed the self-evaluation process and is clearly able to discuss her strengths and weaknesses. She is confident about what she needs to do to improve further and actions taken so far are well-chosen and carefully planned so that the impact is evident in most of the areas in which it is needed. This demonstrates her commitment to drive improvement and continue to provide good quality childcare.

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

Children are happy, confident and demonstrate they feel safe and secure at the premises. They play and work alongside their peers successfully and are beginning to understand the need to cooperate and resolve situations by themselves. Children play well independently becoming active, curious and inquisitive learners. They are beginning to develop good understanding of the wider world through a range of activities provided by the childminder, for example, gardening, cooking and walks around the community. Children enjoy looking at books and having stories read to them by the childminder, they are able to access a wide range of books easily. Children are very well equipped with the skills they need in order to secure future learning. Younger children are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. Relationships between the childminder, assistant and children are good and the children are polite; their behaviour is managed well. Children require little or no prompting when using good manners.

The childminder is successfully developing her knowledge Early Years Foundation Stage which helps her to promote children's learning, social, physical and economic well-being. She provides a wide range of activities that ensure children are suitably challenged by the learning experiences provided. However, observations and assessment are not fully linked to children's next steps and interests, so that the childminder can continue to offer support and extension to match the full range of children's needs.

Children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand when they need to wash their hands. They use paper hand towels for hand drying which helps to prevent the spread of infection. Children understand the importance of healthy eating they enjoy healthy snacks provided by the childminder. They sit well at the table eating their snacks and meals. Children have easy access to fresh drinking water. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They take part in walks around the local area and are able to freely access the garden during their time with the childminder. The door to the garden remains open to enable the children to wander between the inside and outside. Children enjoy playing in the sand, riding scooters, climbing and sliding on the large physical play equipment. Children appear content and settled because their health, physical and dietary requirements are well met.

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	3
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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