

Inspection report for early years provision

Unique reference number	EY360020
Inspection date	30/01/2012
Inspector	Rachael Williams
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 with her partner and two children in Felton, North Somerset. All areas of the home are used for childminding. There is a fully enclosed back garden, accessed by steps, for outside play. The childminder takes children to toddler groups, parks and local places of interest. The family cares for a pet dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years old, of whom three may be in the early years age range. She currently cares for three children on a part-time basis who are all in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive and caring relationships have been established. Therefore, children are confident and settled as their individual needs are met. Through effective interactions with the childminder, children make very good progress in their learning. The childminder has a good understanding of welfare requirements and promotes children's welfare effectively overall. On the whole, there are strong links with parents and other early years providers to promote continuity in children's care, learning and development. The childminder has an accurate understanding of the strengths and weaknesses of the provision and takes positive steps to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the recording of visitors to the setting
- develop further arrangements to involve parents in the development of the early years provision.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. They are supervised well by a vigilant childminder who has completed relevant risk assessments of all areas accessed by the children. On the whole, the childminder has well-established systems in place to promote children's safety and well-being. However, a record of

the names of visitors to the setting is not completed consistently. Appropriate safety measures have been put in place to protect the children and they are clear on the boundaries established. For example, a safety gate prevents children accessing the front door so that they cannot leave unattended. The childminder has a good knowledge of child protection issues, including procedures to follow should an incident occur. She has appropriate literature and contact details available to maintain children's well-being.

The childminder has developed good partnerships with the local pre-school. This aids the successful sharing of information to promote continuity in children's care. As yet, the childminder has not cared for children for whom English is an additional language or who have special educational needs or disabilities. However, she has designed appropriate arrangements to liaise with early years professionals to support these children. Parents think highly of the service provided by the caring childminder. They comment on how a 'warm and welcoming' environment has been provided where children are 'happy and thriving'. Parents have access to well-written and regularly reviewed policies and procedures which underpin the good service provided.

Children arrive to a well-organised environment where the childminder has taken time to consider children's interests and current motivations. They have access to a broad range of resources which are easily accessible. Parents comment favourably on the 'wide selection of toys and books' available to their children. Toys and resources are divided into pictorially-labelled learning boxes so that children can make decisions about their play. Very good use is made of the local environment to enhance children's experiences, for instance, regular visits to the library to promote children's love of books. Children benefit from opportunities to explore festivals and celebrations. For example, while celebrating Chinese New Year, children enjoy tasting traditional foods such as rice. There are sufficient resources to reflect the diversity in our society.

The childminder is developing the process to consistently evaluate the provision. She has a good understanding of the strengths and weaknesses of the early years provision and has adapted the provision accordingly. Plans for future improvement have been accurately identified such as providing children with specific one-to-one time to further develop individual planning. As yet, parents are not fully involved in the self-evaluation process. The childminder recognises the need to continue her professional development through attending relevant courses, for example, food hygiene and safeguarding training, to secure further improvement.

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

The childminder has exceptional understanding of children's interests and stages of development and therefore provides activities to successfully challenge them. For example, very interesting puzzles at different levels are readily available for children to complete, both independently or with effective support. The

childminder builds on children's experiences very effectively. For example, after the postman visits the childminder, noticing their enthusiasm, she encourages the children to create letters of their own to put in the post box. They do this competently, clearly demonstrating their understanding of how their marks have meaning. Children thoroughly enjoy participating in a matching game where new vocabulary is introduced to stimulate their developing communication skills. The childminder skilfully motivates the children encouraging them to successfully identify colours and sounds of the objects they may make. Children thoroughly enjoy sharing a favourite story and join in with familiar rhyming words and actions extremely well.

The childminder develops an exceptional understanding of children's starting points and capabilities through her detailed initial discussions with parents and her highly effective assessment arrangements. For example, highly reflective observations are made relating to the extremely broad and balanced range of experiences offered to the children. A summary of children's impressive progress is consistently completed and shared with parents, alongside significant moments that detail specific individual achievements.

Children have a wonderful sense of belonging. The childminder consistently values their achievements, rewarding them with certificates to share with their families. They are comfortable in the setting and in their relationships with the childminder. For example, children confidently request toys to support their play and ask for help to put the pop-up tent up. Through the childminder's very good interactions with the children, they learn to play co-operatively, for instance, sharing the blankets and cushions in the tent as they engage in their role play together. Children are consistently praised, for instance, when helping to tidy away and accessing toilet facilities independently.

Children become aware of their own safety as they regularly participate in emergency evacuation procedures. After being outside children comment on the weather and how the floor has become 'slippery' and that they need to take care. Children are protected while sleeping. The childminder takes time to get to know children's routines through her daily discussions with parents. Each child has their own travel cot with individual linen which is washed regularly. Children learn about healthy routines. They wash their hands independently after using the toilet and dry them on individual towels that they select at the beginning of the day. There are regular opportunities for children to be outside and active, for instance, at the local park to develop their physical skills. Children enjoy a healthy snack of a selection of fruit prepared in a scrupulously clean kitchen. Children engage in gardening activities, growing a range of fruit and vegetables so that they can discover for themselves about healthy eating.

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	1
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	1
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	1

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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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