

Inspection report for early years provision

Unique reference number	EY362924
Inspection date	01/02/2011
Inspector	Charlotte Jenkin
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2007. She lives with her husband and two sons, aged 12 and eight years in a three bed-roomed house in Devizes, Wiltshire. The childminder is registered to care for five children under the age of eight years, and of these three may be in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age range. Children have access to the whole of the downstairs of the property and an enclosed garden for outdoor play. They attend local toddler groups, local parks and the library on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their individual needs fully met in the provision. Most required documentation is in place to support their welfare effectively. Children's learning and development is extremely well promoted and they make excellent progress towards the early learning goals in the six areas of learning. Parents are fully involved in their child's learning and their contributions to this process ensure children's development is consistently encouraged. The childminder has reflected on her provision and identified areas for improvements. She has made improvements since the last inspection and attended training to update and consolidate her knowledge. Consequently she demonstrates a commitment to enhancing outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a written record of all medicines administered to children and inform parents 16/02/2011
- provide information of the details for contacting Ofsted for parents should they wish to make a complaint 16/02/2011

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

- develop the outdoor area to offer children experiences in all six areas of learning on a larger scale

The effectiveness of leadership and management of the early years provision

Children are well safeguarded in the provision as the childminder has a sound knowledge of child protection issues and the procedures to follow should she have concerns about a child in her care. All adults in the house have undergone suitable vetting to ensure their suitability to be in contact with children. She has most required policies and procedures in place to promote children's safety and well-being. However, she is in partial breach of a welfare requirement as she does not have effective systems in place to consistently inform parents of medication administered to their children. This has the potential to compromise children's health. The complaints policy details to parents the procedure to follow should they wish to make a complaint. However, this has not been reviewed to ensure it contains up to date contact details for the regulator. Although this is a partial breach of requirement, this has little impact on children's welfare. The childminder has carried out thorough risk assessments of her home, garden and for outings. This ensures children's safety is promoted and children, therefore, move around the premises freely and with confidence during their play.

Children become extremely confident in initiating their own play due to the effective organisation of toys and resources. They know where to access toys they wish to play with and are confident in accessing those they need to further enhance their play. For example, when changing the nappy on the doll a child goes to the cupboard to get out some clothes, a car seat and blankets to put the doll to sleep. Children have areas for eating, craft activities, messy play, resting and plenty of floor space for free play. There are photographs of the children engaged in activities and pictures they have created on display for them to talk about. Consequently, children demonstrate high levels of self-esteem and are extremely confident and secure in the provision.

Children engage in activities and have access to toys that promote their understanding of diversity. The childminder is multi-lingual and uses her fluency in other languages to enhance children's understanding of different languages, through rhymes, stories and counting. Resources are sought from parents who travel around the world and used to share with the children. For example, through sharing photographs and videos of animals in Africa. Children, therefore, are encouraged to develop their understanding of the wider world and to develop respect for the lives of others.

Children benefit from the extremely positive partnerships with parents as detailed information is regularly exchanged regarding both children's care needs and their learning and development, through daily diaries and the sharing of learning journals. This enables parents to contribute information regarding their child's interests outside of the provision in order that these are incorporated into future plans to further extend their learning. Parents are fully consulted about their child's development and any issues are worked through collaboratively, to ensure consistency for the children. The childminder has established close links with other early years provisions the children attend, as well as other professionals they have contact with. This contributes to her planning the next steps in their learning in

line with their current practice.

The childminder has evaluated her provision and identified areas for future improvement. She has attended training and implemented new ideas into her practice to enhance learning experiences for children. For example, she attended 'Block play' training and has used this to identify children's stages of development and to support their learning in all six areas. However, her evaluation has not identified all weaknesses, particularly in reviewing policies to ensure they contain updated information and to ensure all requirements are fully met. The childminder demonstrates a firm commitment to improving her provision. She has made improvements since the last inspection and is booked on training courses to further her knowledge in the early years.

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

Children appear very happy and settled in the childminder's care. They confidently approach her and request help, and interact with her and their peers. For example, they ask for help with the glue and tell the childminder when they are hungry. Children enjoy participating in the activities available to them, and enjoy squeezing glitter glue onto cut out red hearts, they independently cut out shapes to stick on and make marks on them. Children talk with confidence and use a wide range of vocabulary to express themselves. They talk freely about their personal lives, what they are doing and, when looking at photographs, what they have done together. Children are confident in extending their own play and access the resources they need to enable them to do so. Children solve problems through daily routines, including at snack time. They count the plates they need and help prepare snacks and meals with the childminder. Children enjoy singing songs and initiate this themselves whilst playing. They play together co-operatively and engage in imaginative play as they pretend to be builders and bang the shelves using hammers. Children operate simple programmes on the computer and seek adult support where required. The childminder ensures all children are involved, as younger children have their own laptop to use as they sit with the older child. The childminder interacts well with the children during their play and her skilled use of questioning encourages children's thinking and problem solving skills and promotes their positive attitude towards their learning.

Children have regular opportunities to go out in the local environment. They visit local toddler groups, the library and meet with other childminders and their children. This enables them to become familiar with their local environment and to socialise with other children. With the other opportunities they have indoors, this helps them to develop excellent skills for the future. Children have access to an extremely good balance of child-initiated and adult led activities that cover all six areas of learning and help children make excellent progress towards the early learning goals. These are interesting, stimulating and based on children's individual interests. However, the garden is not yet fully developed to offer children experiences in all six areas of learning on a larger scale. This does not ensure those children who learn better outside have access to activities that are best

suited to their learning styles.

The childminder makes regular observations of children during their play. These are detailed and clearly show children's progress towards the early learning goals in the six areas of learning. The childminder clearly recognises children's own interests, and plans for the next steps in their learning, based on these, in order that children are interested and excited in the activities. Therefore, children make excellent progress in their learning and development.

Children are confident and independent in following good hygiene routines. They know they need to wash their hands after messy play, and confidently tell the childminder they can do so without help. This is further reinforced through role play. For example, when the childminder changes a child's nappy, another child does so with the doll, putting its nappy in the bag to dispose of and washing her hands afterwards. Children demonstrate an awareness of the importance of healthy eating enjoy the nutritious meals and snacks provided for them. She is very aware of children's likes and any dietary requirements, and works closely with parents to meet children's current dietary needs. Children demonstrate an understanding of the rules they need to adhere to, to keep themselves safe, sitting down at meal times and showing respect for their peers. They practice fire evacuation drills for further develop their understanding in this area. The childminder uses age appropriate methods to manage unwanted behaviour and to help children understand right from wrong. Children play well together co-operatively, they develop good relationships with the childminder and their peers and their behaviour is good.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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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