

Inspection report for early years provision

Unique reference number	EY365437
Inspection date	19/01/2010
Inspector	Timothy Butcher
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 was registered in 2007. She lives with her husband and children aged seven and 10 months in Locking Castle, Weston-super-Mare, North Somerset. The whole of the ground floor of the property, except for the annex, is used for childminding. The family has cats, rabbits, goldfish and a hamster. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time, of these, no more than two may be in the early years age group and none may be under one year. The childminder is currently looking after five children under eight years, of these, three children are within the early years age group and all attend on a part-time basis. The childminder also cares for children over eight years of age. The childminder walks to local schools to take and collect children and has use of a car. She attends the local toddler group and takes children to the local library and park. The childminder is working towards a Level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settle well and enjoy their time with the childminder. They have their individual, learning and development needs satisfactorily met. They have a suitably safe, welcoming and homely environment in which to play. The provider evaluates some aspects of the provision and this leads to gradual and continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure information is obtained about who has legal contact and who has parental responsibility for the child, before the child is admitted to the setting (Documentation) 02/02/2010

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

- continue to develop observational assessment systems in order to consistently match the observations of children to the expectations of the learning goals and to identify clear learning priorities for each child, and plan for each child's learning, based on their own interests, experiences and abilities

- develop the risk assessment further to include clearer detail of the use of the trampoline
- develop further the complaints procedure to provide greater detail of the responsibilities of the provider and share this with parents.

The effectiveness of leadership and management of the early years provision

The childminder fails to ensure information is obtained about who has legal contact and who has parental responsibility for a child, before a child is admitted to the setting. This is a breach of a specific legal requirement. The childminder has a sound knowledge of other child safeguarding issues and knows how to protect children should she have a child protection concern. Children have a suitably safe, secure and homely environment in which to play. All adults living at the premises have been suitably vetted. The childminder places importance on systems to promote children's safety. She regularly carries out a risk assessment of the home and garden to ensure that control measures that minimise risks to children remain in place. For example, recent storms damaged fencing in the garden and the childminder stopped children using the garden while repairs were undertaken to restore security. Planned trips out with children are comprehensively assessed. Safety rules about the use of the garden are on display and include the use of the trampoline, however, the risk assessment of the trampoline itself lacks some detail.

The childminder establishes good partnerships with parents and carers. They report positively on the approachability of the childminder and on many aspects of the care provided. She provides copies of her policies and procedures and the care arrangements are fully discussed and agreed. This strongly contributes to the continuity of care for children and helps the childminder to meet the day-to-day care needs of each children. Other documentation is in place to support the safe and smooth running of the setting. However, the complaints procedure that is shared with parents lacks some detail of the responsibilities placed on the provider should a complaint be made. The childminder provides suitable information about their child's progress. The childminder has started to establish partnerships with other professionals who also support the individual children that she minds.

The childminder adequately promotes equality and diversity as there is a good exchange of information with parents and this results in a sound knowledge of each child's background and needs. There is a sound number of resources made available to meet children's general developmental needs, some of which reflect diversity, such as some books and some small world figures. Resources are used well to achieve the desired outcomes in children's learning and development. For example, children are able to easily access toy resources and this supports self-selection and their independence.

The childminder has started to analyse her practice and shows clear commitment to developing her practice further, for example, through the training that she is currently undertaking.

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

The childminder has a satisfactory and developing knowledge of the Early Years Foundation Stage. She makes sound observational assessments of children. The learning diaries show that children's next steps in development are often identified. Planning lacks consistency and some activities do not always provide sufficient challenge for children as their progress is not monitored closely enough. As a result, the outcomes for children are variable. Children make satisfactory progress in their learning and development overall because the childminder has a sound understanding of child development and provides a suitable range of play opportunities in general. Children enjoy making towers using construction blocks. They explore shape and develop their hand to eye coordination. They are prompted to count and to name the colour blocks as they do so. They have fun negotiating objects and each other as they climb into the tent and explore the coloured light effects from the toys that have been placed there for that purpose. They begin to engage their imaginations as they act out role play situations and make creative use of the props as they 'go shopping'. Toddlers enjoy exploring space as they begin to successfully steer around furniture items with push-along equipment, and develop their mobility skills as they do so. Children become confident and suitably develop their communication skills because the childminder provides plenty of supportive dialogue and asks questions of children to elicit responses. Younger children benefit from their interactions with the childminder and with other minded children. Older children learn to be social and to share. Their independence is fostered through sensitive support such as with toilet training and personal care skills and through the choices they make about their play and the resources they choose. They begin to gain some understanding of diversity and the wider world through the activities and the experiences that they participate in. Children suitably secure the general skills they require in order to progress their learning.

Children are secure and have an attractive environment in which to play, free from hazards. They have good opportunities to learn about keeping themselves and each other safe. They regularly take part in the fire drill and are made to feel special as they have their participation acknowledged through a certificate that is put on display. They cooperate with the adults to put away toys before others are taken out. Children's health and well-being is soundly promoted through sensible hygiene procedures. Those in nappies are kept clean and comfortable.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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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