

Inspection report for early years provision

Unique reference number	EY369732
Inspection date	14/10/2008
Inspector	Carole Argles
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and their two children, who are both aged under six years, in Yeovil, Somerset. The whole of the house is available to use for childminding. There is an enclosed rear garden for outdoor play. Family pets include a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time, of whom no more than two may be in the early years age group. At present, she provides care for three children in the early years age group and one older child.

The childminder holds a nursery nurse qualification and is member of the National Childminding Association.

Overall effectiveness of the early years provision

The children are happy, settled and well cared for by the childminder, who interacts effectively with them. She knows the children well and makes sure that their individual needs are well supported. The children make good progress in their learning and take part in a wide variety of activities. These are matched to their abilities and adapted so that all are included. The childminder has a positive attitude towards the development of her childminding service and she has made changes to her practice which enhance the children's welfare and learning.

What steps need to be taken to improve provision further?

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

- review the organisation of toys and resources to help children choose and select items independently
- continue to develop the partnership with parents and others to increase continuity in the children's welfare and development and to encourage parents' involvement in their children's learning

The leadership and management of the early years provision

The childminder implements effective policies and procedures which promote the children's safety and well-being. She maintains all the required records which are kept confidential. Children are safeguarded from harm because the childminder carries out regular risk assessments of her home and the activities provided. She takes effective precautions to reduce the likelihood of accidental injury by having appropriate safety equipment in place and ensuring that children are well supervised at all times. She understands what to do if she has concerns about the welfare of a child in her care. The spacious premises are well maintained and

comfortably furnished and used effectively so that children participate in a range of activities both inside and out.

The positive relationships between the childminder and parents benefit the children. Parents receive good quality information about the childminding service provided. Written agreements and consents are in place so that the childminder can respect parents' wishes for their child. Parents of younger children receive a detailed written account of their day and this helps promotes continuity in their care and ensures that they are happy and secure. At present, the childminder has not set up a system for liaising with other settings that children in the early years age group attend to ensure there is continuity and progression in their care and learning.

The childminder is establishing effective systems to help her monitor and evaluate the quality of the care she provides for the children. She has correctly identified some areas for further development and has arranged to attend training to increase her knowledge in these topics, for example, to help her monitor and plan children's learning and progress more effectively.

The quality and standards of the early years provision

The children develop warm and relaxed relationships with the childminder who promotes their development and safety well and encourages them to adopt a healthy and active lifestyle. There are effective measures to minimise the spread of infection and the children learn good hygiene routines and clean their hands independently before eating. Nutritious snacks and meals are provided and children are encouraged to eat a wide range of healthy foods, including fresh fruit. Opportunities for exercise are provided daily and the children play out in the garden, where there is a variety of equipment to support their physical development.

The children enjoy what they do and are busy and well occupied with a balanced range of adult-led activities, outings and times when they can make decisions about what they play with. There is a wide range of good quality toys and resources which support all areas of children's learning and provide interest and challenge for all. A selection is kept in the play area, but many are stored in deep containers which make it difficult for the children to see and select items independently. Through communicating with their parents and by watching children as they play, the childminder knows each child well. She records her observations and uses this information to monitor their achievements and help her plan activities tailored to their individual needs. For example, she provides play dough and tools, a collection of natural materials for children to handle and investigate and devises ways to encourage non-mobile children to move about to promote specific aspects of their development. Parents have access to their child's development records and the weekly activity plans are displayed for them to see. The childminder discusses how she is going to support learning with the parents so they can work together and achieve a consistent approach, for instance, to encourage a child's communication skills. However, at present, she gathers little information about children's development when they are new to her care to help her plan and monitor their progress from their starting points.

There is a good level of interaction and conversation between the children and the childminder and this supports their communication skills effectively. She sits with them as they play, making the most of opportunities to extend their vocabulary and learning. For example, she talks with them about shapes, colours and numbers as they use resources such as play dough, shape sorters and bricks. The children behave well and are learning to play cooperatively with others. The childminder helps them learn how to take turns and share resources fairly, and praises them so that they know when they have done well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.