

Inspection report for early years provision

Unique reference number	EY392210
Inspection date	28/09/2009
Inspector	Samantha Powis
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2009. She lives with her husband and 12 month old child in a chalet bungalow in Salisbury. The whole of the premises is used for childminding and there is a fully enclosed garden to the front of the property for outdoor play. Access to the premises is via a ramp to the front door. The family have a pet dog.

The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. A total of five children under the age of eight years may attend at any one time. There are currently five children on roll. The childminder is a member of the National Childminding Association and holds a National Nursery Examination Board diploma.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settle well due to the childminder's commitment to gaining a secure awareness of and meeting their individual needs. The extremely welcoming and stimulating environment encourages children to explore and become involved in a wide range of activities, many of which they can choose for themselves. The childminder is very well organised and follows clear and consistent routines and procedures which helps to promote children's health and safety. The childminder is implementing systems to monitor and evaluate the provision for children to ensure continuous improvements are made.

What steps need to be taken to improve provision further?

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

- continue to develop strategies to involve parents and others providing care for the children in planning for children's continued development.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well as the childminder has a good awareness of safeguarding procedures. Children remain well supervised at all times and thorough procedures for risk assessment help to ensure that potential hazards are identified and addressed. The childminder is fully aware of her role and responsibility with regards to safeguarding children, and shares her clear written policy with parents to ensure they also understand her responsibilities. Records are used well to support children's ongoing safety and welfare, including a detailed register and record of accidents and incidents.

The childminder takes full advantage of the space available within her home to

support children's needs. The environment is welcoming to all children and helps individual children to develop a sense of belonging as they hang their coats and bags on their own photographically labelled pegs. Quiet areas are created where children can rest or take a nap in comfort, whilst others are able to continue their play. A very wide selection of toys and equipment are easily accessible to the children, stored in low level containers and clearly labelled with text and pictures to enable all children to select and make choices for themselves. Activities are organised well and are based on children's interests and stage of development to ensure all children can participate at their own level. Children's individual needs are understood and respected, helping all children to feel valued and included.

The childminder has started to implement systems to help her review and evaluate her own practice, enabling her to identify areas for future development and improvement. She hopes to include parents and children in this evaluation in future to gain their thoughts, views and ideas to ensure she is meeting their needs. The childminder is pro-active in seeking advice and sourcing training opportunities to increase her own knowledge and skills and help her to keep up to date with current good practice. Written policies and procedures are regularly reviewed and updated in line with changes in legislation and to reflect the current practices being followed within the setting.

Very good relationships are established with parents which helps children to settle well. The childminder goes out of her way to follow 'home' routines which make children feel secure. For example, to help a young child to settle well in the travel cot, the childminder encourages parents to bring in items from home and even take bedding home to wash in their own soap liquid, so it smells familiar to the child. Parents are provided with detailed information about the setting and daily diaries ensure they are fully aware of events in their child's day, helping them to share children's experiences once they get home. Ongoing communications with parents and with others looking after the children such as the school and pre-school are good, however, these communications have not been extended to provide the childminder with detailed information about children's learning to support her when planning for their development.

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

Children form a strong bond with the childminder as she dedicates her time to supporting their individual needs. They are confident, happy and settled within the welcoming and homely environment and explore the broad range of age appropriate toys and resources freely. They are encouraged to participate in a wide range of activities both indoors and out which support their learning and development. Activities are planned according to children's interests and development needs and are based on the childminder's observations of the children as they play. This means children make good progress in their learning and development. High levels of very good quality adult interaction ensure children's learning is well supported. For example, the childminder provides resources to help a baby to build the strength to encourage them to roll over on to their tummy. Children's contributions are valued by the childminder, their creative

paintings and foot prints adorn the walls making them feel proud and boosting their self-esteem. The children benefit from being involved in planned activities and being able to make up their own games. The childminder often acts as a facilitator for children's play and learning. For example, when children show an interest in fire safety following practising the emergency evacuation procedure, she provides them with cardboard boxes which they use to make fire engines and dressing up clothes to act out the role of fire fighter, encouraging them to engage in role play and learn about fire safety.

Children are encouraged to play outside regularly and therefore experience the benefits of getting fresh air and exercise. They learn to negotiate the steps on the climbing frame, becoming more confident as they have opportunities to practise this skill. Children learn through daily routines about practices to support their own health. For example, they understand they need to wash their hands after using the toilet and use their own cloth to prevent the spread of infection. Some children are encouraged to bring their toothbrush, to promote good oral hygiene routines. The childminder provides them with healthy options at snack and meal times, which are appropriate to their individual needs. This helps to encourage them in making positive choices when selecting food for themselves, to maintain a healthy lifestyle.

Children are learning to understand and be considerate towards others. They begin to understand boundaries and expectations due to the childminder's consistent approach. They make contributions towards the house rules which helps them understand and respect them. They are encouraged to take turns and share as they play with the toys and receive lots of praise and encouragement for working well together. Children develop good relationships with each other. Older children develop a caring approach to those younger than themselves and younger children look forward to spending time with the older children outside of school hours. They learn to value and respect individuals as they regularly use toys and resources that offer positive images of diversity.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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

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
--	-----