

Inspection report for early years provision

Unique reference number	EY394874
Inspection date	19/10/2009
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.

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 2009. She lives with her parents, two grown-up siblings, her nephew and son in Sandford, North Somerset. The childminder co-childminds with her mother and her father is an assistant.

All areas of the family home are registered. Children have access to the ground floor of the premises for their play and the first floor is used to accommodate sleep and overnight care. Access to the premises are either via one threshold step or a purpose-built ramp for wheelchair access. There are downstairs toilet facilities. Children have access to a fully enclosed rear garden. The childminder escorts children to and from Sandford, Banwell and Winscombe primary schools and pre-schools. Children attend a weekly toddler group.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder is registered to care for five children under eight years old; of which two may be in the early years age range; and for two children under eight years old for overnight care. At present, the childminder has six children on roll; two of whom are in the early years age range, who attend for a variety of sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning as the childminder has excellent knowledge of their starting points and capabilities through her initial observations and discussions with parents. Positive links with parents and other early years providers ensure caring relationships, which respect the children's individuality, are established. On the whole, children's welfare is promoted efficiently. Effective team work with her co-childminder and assistant ensure that strengths and weaknesses of the provision are accurately identified. Positive steps are taken to address these in order to improve outcomes for children in her care.

What steps need to be taken to improve provision further?

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

- ensure a written record of all medicines administered to children is completed and shared with parents (this also applies to both part of the Childcare Register) (Promoting good health) 06/11/2009

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

- develop further systems to evaluate the provision

The effectiveness of leadership and management of the early years provision

Robust systems have been established to ensure all members of the household are appropriately vetted. Effective systems have been established to ensure that children's well-being is safeguarded. The childminder has good understanding of child protection issues and has clear procedures in place to ensure appropriate action is taken should an incident arise. Parents are fully aware of the procedures as there is a clearly displayed safeguarding policy to ensure continuity in ensuring children's welfare. Comprehensive risk assessments have been completed for the premises and each type of outing. A daily checklist ensures that children are cared for in a safe and secure environment, for instance, a stair gate prevents children accessing the kitchen and potential hazards. An accurate daily register and visitor's record ensures that children are closely supervised and that ratios are successfully maintained through the effective use of an assistant.

The childminder liaises well with early years advisers to monitor the provision and takes swift action to address recommendations, such as ensuring observations are factual and linked to the practice guidance. Positive steps are taken to evaluate the provision for the children, for instance, through the use of a 'little thoughts' book. This clearly documents ideas for improvement, such as introducing Makaton, a recognised sign language, to promote communication skills. The childminder had identified that the use of sign language would further support children and has accessed a relevant course. The childminder is very focused on the needs of the children and ensures that children are valued and respected, for instance, she suggests that the assistant does not put a child to bed as he is relatively new to the setting and knows the childminder better as close and caring relationships have been established. There is an excellent flow of information between the two childminders and the assistant to ensure continuity in children's care. Good links have been established with the parents to ensure the daily exchange of information, either verbally or through the daily communication book. However, information relating to administered medication is not fully recorded for instance, times medication are administered, although these are verbally shared with parents. This is a breach of specific legal requirement. Partnerships with other early years providers are good as the childminder is also a member of the pre-school committee and information is readily shared on the approval of parents. The childminder works well with parents to ensure that cultural needs are fully met. For example, the library is used to support children who have dual language, and vocabulary from other languages is used to support children's bilingual communication skills.

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

Children make very good progress in their learning and development as the childminder has excellent understanding of children's starting point, capabilities and interests. Children actively participate in a wide range of experiences which

are developed from the childminder's excellent observations in order to challenge children's learning. For example, the childminder establishes a creative activity where children are able to select resources independently, for instance, paint dabbers and paint with brushes. Children mark-make confidently showing good coordination as they explore colour. The childminder differentiates the activity to meet children's learning priorities, for instance, for one child the activity promotes opportunities to associate the colours as she is able to name them but not recognise them out of context. The assistant provides children with a selection of different sized and shaped leaves which builds on children's past experiences and they are able to make connections with the environment. Children are very confident to initiate activities within the well organised and substantially resourced play space. Children are very secure in their relationships with all adults, for instance, a two-year-old confidently initiates a tickling game; he shows his enjoyment as he chortles and shows his 'happy' face. The childminder is fully aware of children's routines and ensures children are comfortable. For example, favourite stories are read to the children as they prepare to have a mid-morning sleep. The child confidently responds to the questions he is asked and is keen to ask his own as he points to the illustration and asks 'What's that?' Children have a good sense of belonging for instance, a two-year-old affirms her identity through use of a digital camera and observing the photographs. Children's behaviour is exemplary as they are very clear on expectations and boundaries. Children are fully engaged and there is little opportunity for them to become disinterested. The childminder is excellent at supporting cooperative play.

Evaluative observations are clearly linked to the aspects within the six areas of learning. These are used proactively to link with stages of development, consequently, accurate learning priorities are shared and developed with parents. A summary assessment is used comprehensively to inform parents and enables them to contribute to their children's learning.

Children become aware of their own safety as they are given gentle reminders and clear explanations, for instance, the childminder explains to one child that swinging on a chair could be dangerous and they may hurt themselves. Accident and existing injury records are comprehensively completed and used effectively to monitor the setting and to adapt risk assessments. Children are introduced to hygienic routines, for example, the childminder explains to a young child the importance of washing hands, using antibacterial soap and individual towels, in order to prevent the spread of infection before a cooking activity. Children are aware of their own personal needs, for instance, a young child informs the childminder when she needs to use the toilet. Children eat healthily and are able to make healthy choices. For example, a two-year-old prepares the mid-morning snack of fruit and raw vegetables in a scrupulously clean kitchen; she comments on those she likes. Children have numerous opportunities to be outside in the fresh air, for instance, in the well equipped garden where children are able to use large equipment, such as a swing, slide, trampoline and climbing frame to fully support the development of gross motor skills. Children are settled and confident within the family environment where they are fully supported by dedicated adults.

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	2
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

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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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 06/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 06/11/2009