

Inspection report for early years provision

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Inspection date	18/01/2010
Inspector	Susan Esther Harvey
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.

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Description of the childminding

The childminder registered in 2009. She lives with her husband, one pre-school child and a teenage step-son. They live in the Redhouse area of Swindon in a home that is easily accessible at street level and there is a downstairs toilet available for children to use. The downstairs area of the property is used for childminding. A fully enclosed garden is available for outside play. The family have a dog.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age group. She is currently minding one child in this age group and can offer care to children over five.

The childminder lives within walking distance of local schools and pre-schools. She makes use of community facilities including parks and shops.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making fairly steady progress in the six areas of learning and their individual needs are appropriately met. The childminder is inclusive in her practice and helps young children develop through play. Partnership with parents is a strength, which contributes effectively to children's well-being. The childminder's system for reflecting on her practice and the ability to improve through training is being developed. Young children benefit from the childminder's sound understanding of how to keep them safe.

What steps need to be taken to improve provision further?

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

- further develop plans for children's individual learning and link in with the next stage of their development so that a clear picture of their achievements is provided
- create opportunities to increase the capacity to improve so that learning outcomes for children can be further developed

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibility to safeguard children. She is keen to build on her basic knowledge of safeguarding issues, by accessing further training. There is an effective system in place to protect children from people who are not vetted in the home and on outings. This includes the regular use of a visitors book

to record people entering the home during childminding hours. The childminder has identified areas of risk when children are being cared for on the premises and on outings. She is helping young children learn how to keep themselves safe. An example of this is tidying away toys together, when they are no longer needed.

The childminder is beginning to introduce a system for reviewing her practice through self-evaluation which identifies areas for improvement. However, parents are already appreciative of the service the childminder provides, as well as her eagerness to help young children learn some words in the German language, in line with parents' wishes. Parents provide a list of words so that the childminder can support young children as they hear the dual language spoken at home and at the home of the childminder. Parents show their appreciation by sending a 'thank you' card. At present no child attends other settings, but the childminder is well aware of her responsibility to work in partnership with others. Parents receive a handbook of all policies and procedures, and a daily diary sheet informs them of what their child has done during the day; including 'my special moments'. This adds to developing a sound relationship between parents and the childminder who understands the importance of working in partnership with parents, which is beneficial to the children.

The childminder has some understanding of the Early Years Foundation Stage framework and is beginning to build on this knowledge. Planning and observations to identify the next stage of children's learning are in the early stages of development. As a result, the full extent to which young children can achieve is not yet familiar to the childminder. She is in touch with other childminders and subscribes to childcare publications in order to keep herself informed of changes. Equality and diversity are appropriately promoted through young children's access to toys and books, which also provides a full gender balance. Children are treated with equal concern and their individual needs are taken into account by the childminder.

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

Young children are beginning to benefit from established daily routines. The childminder is consistent in her management of their personal hygiene, such as changing nappies and wiping noses when children have a cold. As a result, young children are beginning to learn the importance of maintaining sound personal hygiene routines. The childminder has a sound understanding of the need for young children to learn about healthy eating choices. They have easy access to drinking water throughout the day. Children are safe in the care of the childminder. Through written parental permission to take young children on outings and in the car, the childminder is able to take them to places of interest. This includes a music group and toddler group, where young children can exercise, play percussion instruments, sing and socialise with others.

Young children are very content in the care of the childminder. They are provided with a range of toys to play with, which increases their hand and eye coordination, their concentration and listening skills. This includes story books to which they

enjoy listening to and are happy to sing familiar nursery rhymes. Young children are settled into a familiar routine and are beginning to know what happens next. For example, they know when they are tired and needing a rest and when they are hungry. The childminder responds to their individual needs and helps to give children a sense of security. Young children are busy learning and playing in the company of the childminder who interacts and supports them in their play. Children are cared for in a secure and welcoming environment in which they can rest in comfort. All records are appropriately managed and correctly recorded, including written permission to seek emergency medical treatment or advice is provided by parents.

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	3
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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