

Inspection report for early years provision

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Inspection date	23/09/2010
Inspector	Karen Prager
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 registered in 2010. She lives with her husband and two school aged children. They live in Wootton Bassett, Wiltshire in a home that is easily accessible at street level. The whole of the property is used for childminding, though the children spend the majority of their time downstairs. There is a fully enclosed garden available 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 five children under eight years at any one time, of whom three may be in the early years age range. The childminder is currently caring for two children within the early years age range who attend on a part-time basis. Care is offered for children all year round.

The childminder takes and collects children from local schools. She attends local carer and toddler groups and makes use of community facilities including parks and shops. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a warm and relaxed environment where they show that they are settled and content. The childminder is supportive of children's individual needs and organises activities so that all children can be included. Children are provided with a good range of play activities that take account of their individual interests. There are effective links with parents which ensures that children's welfare is suitably promoted. The childminder demonstrates a strong commitment to improving the provision for children.

What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and general planning of activities that include children's next steps and interests, so that children's individual needs continue to be met
- develop communication with parents and other settings attended by the children in order to ensure continuity and cohesion in children's learning and development
- consider the use of a system to check any visitors and ensure all appropriate information is requested, such as the purpose of the visit and hours of attendance.

The effectiveness of leadership and management of the early years provision

The childminder is well organised with her documentation keeping all that is required up to date and easily accessible. She has developed a good range of policies and procedures to support her practice, and share these with parents, though there is no system in place to record visitors to her home. Children are safeguarded well as the childminder has a good understanding of the procedures to follow should she have a concern about a child in her care. The home is secure and children well supervised. The childminder identifies and assesses risks to children both in the home and for outings. A comprehensive record of risk is in place which is updated when additional risks are identified. This means that children are kept safe when in the care of the childminder.

The home is made welcoming to children. Toys are stored in the lounge in easily accessible containers that are clearly labelled with large pictures. This means that children are able to select the toys they choose to play with. A notice board in the dining area displays examples of children's art and a notice board in the hall way provides parents with essential information regarding the registration.

Children are cared for in a friendly relaxed environment where they are valued and included. The childminder has a clear understanding of children's differing abilities and makes sure all children have equal access to the selection of toys and games. The childminder has started to reflect on her childcare practice, and demonstrates a positive attitude to improving outcomes for children. She has arranged to undertake training and regularly discusses childcare issues with well-established local childminders.

The childminder has built positive partnerships with parents who bring and collect their children. The childminder talks regularly with parents to ensure that she is kept up to date with issues concerning their welfare and development. A daily diary outlining what children have done is taken home daily. The childminder is aware of the need to share information with other family members who care for the children and other settings that children attend, to support continuity in their care and development, though she has not taken robust steps to ensure there is a regular exchange of information to support children's development.

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

Children are happy and settled and relate well with the childminder. The childminder knows the children well which enables her to meet their needs and helps them to feel secure.

The childminder has a sound knowledge of the learning and development requirements of the Early Years Foundation Stage. She plans a range of interesting activities for children that cover all six areas of learning. Children also freely select

toys from the accessible storage. Favourite toys are easily located and the childminder supports children as these are set out on the floor. Children concentrate well as they work with a new puzzle and are supported by the childminder to find the pieces that connect together. Through general conversation they come to know the names of colours and numbers and use these appropriately in their play. Story books are freely available and the childminder sits reading to the children whilst they turn the page at the appropriate time. Some children particularly enjoy music. They independently select tunes on an electronic pad and enjoy recognising familiar songs. The childminder sings these songs regularly with the children which builds on their interest in sound and rhymes.

Appropriate activities are offered based on her knowledge of child development and children's interests. The childminder carries out initial assessments on the children when they come into her care. However, the children's next steps in learning are not yet identified and as a result children's progress in relation to their starting points and capabilities is variable.

The childminder provides a good role model for caring and respectful behaviour. Any unwanted behaviour is managed gently, and children come to understand what is expected of them. This means that children generally behave very well.

They learn the importance of sharing with each other and willingly take turns when playing with a new toy. Children learn to say please and thank you and to follow instructions. This helps them to develop appropriate skills for the future. The childminder's home is kept clean and children learn the importance of good hygiene practices when they are supported in washing their hands after using the toilet and before eating. The childminder works with parents to encourage children to develop good eating habits. Children sit together to eat meals and snacks. Drinks are available if they are thirsty. Children have daily access to fresh air and exercise; they play in the garden, walk around the locality and visit play parks. When on outings children start to learn how to behave safely, for example, they keep close to the push chair when walking. These daily outings provide children with valuable opportunities to gain a greater understanding of the wider community.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
The effectiveness of safeguarding	2
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	3

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	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	2
The extent to which children make a positive contribution	2
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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