

Inspection report for early years provision

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Inspection date	15/06/2011
Inspector	Michelle Tuck
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 has been registered since 2010. She lives with husband and one child aged three years old in Yeovil, Somerset. The whole of the property is used for childminding with the exception of the main bedroom. Toilet facilities are available on the ground floor. There is a fully enclosed garden available for outside play. The family have three cats and some fish in a large tank.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for no more than five children under eight years at any one time; of these no more than three may be within the early years age range and no more than one of these may be aged under one year at any one time. The childminder is willing to provide before and after school care for older children. There is no provision for overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's individual needs are met because the childminder knows them well and has a positive understanding about how to support their learning. Children thrive in a welcoming and child-centred environment where they feel safe and valued.

The childminder works in partnership with parents to ensure children's progression and continuity of care. Partnerships with others are beginning to develop. Strategies for self-evaluation are developing well and a positive approach to training and development maintains the drive for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further links with other providers offering the Early Years Foundation Stage to ensure continuous and consistent care for children

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has an excellent understanding of child protection issues and her responsibilities with regard to safeguarding children. She understands the procedures to follow should she have any concerns about the welfare of a child in her care. Household members are vetted appropriately and parents are informed of the childminder's safeguarding responsibilities through written procedures.

Children's safety is given the highest priority. The childminder supervises them well and knows how to effectively keep the children safe in her home, both indoors and outdoors. The childminder carries out risk assessments for her home and also for outings, which further helps to ensure children's safety.

The childminder deploys her resources well to support children's growing independence. They have access to all the necessary facilities in the home and make can make independent choices in their learning as they select toys for play.

The childminder evaluates her service, and regularly asks for parents to feedback their views. This ensures she continues to meet the needs of all the families attending and outcomes for children are good.

The childminder has toys and resources that promote a positive image of the diversity of people within the local community and the wider world. Children learn about different cultures and festivals through the childminder's inclusive practice which encourages every child to feel proud of their individual family background. The childminder is adept at adapting activities to make every child feel included regardless of age or ability.

Parents are kept well informed about their children's development and care. A regular 'chat' helps parents keep up to date with the daily events and the childminder works alongside parents to ensure consistency of care and learning for individual children. The childminder has been actively involved in helping to settle children at other early years settings and general information is shared. However systems to share more detailed information about the children's learning and development are still in their infancy.

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

Children's welfare and development are promoted successfully. Children initiate their own play as their favourite activities are stored in a way that enables them easy access. For example, after snack time the children request to play with the play kitchen and accessories. While the childminder is tidying away the snack things, children confidently move the play kitchen into the play space, put the chairs around the table and set out the play food, plates and cutlery. This shows how imaginative play is encouraged and that the childminder's routines are flexible around the children's own interests.

Children's skills for the future are well supported. Young children communicate and chatter to the childminder with enthusiasm. They are very kind towards one another, taking turns and helping each other. Their behaviour is exemplary. Even those children who find it more difficult to communicate verbally, are seen signing please and thank you.

Children happily involve the childminder in their play and have very close warm

relationships with her. The childminder seizes spontaneous play opportunities and plans lots of activities, based on her knowledge of the children's individual interests. Systems to recognise children's achievements and assess and plan for children's next steps, are very well developed.

Children are welcomed into a safe, clean home with a good selection of toys and art resources for play. Children learn about a healthy lifestyle and their general health and well-being is promoted very well. Nutritious snacks and meals are provided by the childminder, with drinks available at all times. Excellent hygiene procedures are followed. Children are provided with their own towels to help prevent the spread of infection.

Children have a very strong sense of belonging. There are photographs displayed of the children involved in activities which they eagerly show the inspector. There are also symbols to illustrate the rules which the children have helped the childminder devise, such as 'we must listen to one another'. The childminder is an excellent role model and she gives the children lots of one-to-one attention to enable them to feel valued and to encourage positive behaviour.

The children are developing good skills for their future learning with a caring and enthusiastic childminder.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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