

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Charlotte Jenkin
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 has been registered since 2010. She lives with her husband and 15 month old baby son in a three bed-roomed house in Calne, Wiltshire. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under eight years of whom two may be in the early years age group. The childminder currently cares for two children in the early years age range. Children have access to the downstairs of the house, with sleeping facilities upstairs and a fully enclosed garden for outdoor play. The family have a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have their individual needs suitably met by a warm and caring childminder who knows them well. All required documentation is in place to promote children's health and safety appropriately in the setting. Children's learning and development is well supported, in most of the six areas of learning, through the varied activities offered and positive interaction with the childminder. The childminder has reflected on her practice and made some improvement since registration. This demonstrates a suitable capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute towards assessments of their child's progress regarding their achievements outside of the provision in order to promote collaborative support for their individual learning and development
- develop further observations and assessments to identify next steps for children's learning and development and the experiences they will have access to in order to help them achieve their goals
- improve the planning system to monitor children's participation in activities in each of the six areas of learning
- develop further children's independence with regard to selecting the toys and resources they wish to play with and in initiating their own play

The effectiveness of leadership and management of the early years provision

Children's health and safety is well safeguarded. The childminder has a good knowledge of child protection issues and the procedures to follow in the event of concerns about a child in her care. The childminder is suitably qualified and has all required documentation in place to support children's welfare in the provision; for

example, accurate records are kept of children's attendance and medication and accident records are completed in detail. The childminder conducts detailed risk assessments of her home, garden and for outings so any risks to children are effectively minimised and they are kept safe and secure; therefore, children are confident in the provision and play in safety.

The childminder reflects on her practice and has addressed issues since registration appropriately. This demonstrates her desire to improve her future provision. She is aware of her strengths and has identified some areas for future improvement accurately, including developing her system to observe and assess children's progress.

Children benefit from the childminder's sound partnership with parents. Children have their individual needs respected and catered for because detailed information is shared about their changing routines. The childminder exchanges information with parents daily regarding children's routines and activities. Although they discuss children's progress and development, parents are not actively encouraged to contribute to assessments regarding their child's achievements outside of the provision. This does not ensure children's learning and development is collaboratively supported. The childminder is aware of the need to form suitable links with other early years providers that children may attend.

The play environment is generally well organised and welcoming to the children. Children access a suitable range of toys and equipment to support their development in most areas of learning. However, only small selections of these are easily accessible to the children which does not fully promote their independence in initiating their own play and learning. Children use some interesting resources that promote positive images of diversity in their daily play, which help them to develop an awareness of the similarities and differences in a diverse society.

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

Children appear happy and settled in the childminder's care as they readily approach her for assistance and comfort. The childminder responds to these requests, helping to promote children's confidence and self-esteem. The childminder interacts well with the children and gets down to their level to support them in their play. She helps promote their senses and their language skills, as she talks to them about the objects they explore in the treasure basket. Children enjoy building with natural wooden blocks and mimic the childminder as she counts them, then laugh together as they fall down. Children happily explore the toys, independently select books to look at and sit on the ride on toys to explore the sounds it makes. Children have regular trips out in the local environment. They visit local children's groups, play parks, take the dog for walks and visit the local library for music sessions. This enables the children to become familiar with their local environment and socialise with other children, helping them develop skills for the future.

The childminder offers a suitable balance of adult led and child initiated activities to help children make steady progress towards the early learning goals. However, she has not yet established a system to monitor and ensure children have equal access to all six areas of learning. The childminder observes the children at play, makes a note of their achievements and links these to the six areas of learning. These observations are supported with some photographs of children at play. However, she does not clearly identify the next steps for children's learning and the activities and experiences she will offer children to help them achieve these.

Children display a positive attitude towards fresh air and exercise, eagerly putting on their shoes and coats to take the dog for a walk. They have regular outings to local play parks where their physical skills are well promoted. Children develop their awareness of healthy eating through the nutritious snacks and meals they enjoy in the provision. They learn the importance of having regular drinks and of following good hygiene routines. Children demonstrate a clear understanding of how to behave in order to keep themselves safe. When out walking the dog, children stay close to the childminder and hold onto the buggy or her hand. The childminder reinforces the importance of behaving in a safe manner, including encouraging children not to run with their hands in their pockets in case they fall over. The childminder is a positive role model to the children and is calm and consistent in her approach to managing unwanted behaviour. Children are encouraged to respect their peers and take turns in their play.

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	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	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

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	2
The extent to which children adopt healthy lifestyles	2
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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