

Inspection report for early years provision

Unique reference number	EY426119
Inspection date	13/12/2011
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.

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Description of the childminding

The childminder registered in 2011. She lives with her husband and their three school-aged children in the village of Axford, Wiltshire. The family keep goldfish, two chickens and a dog. The whole of the property is registered for childminding purposes, though children generally play downstairs. There is an enclosed garden available for outdoor play. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register 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. She is currently caring for one child within this age range who attends on a part-time basis. The childminder is also registered on the both the compulsory and the voluntary parts of the Childcare Register. Care is offered for children all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, child-friendly environment. She organises her provision and documentation well, so that children are safe and secure. Children are happy, confident and very relaxed, which enables them to make good progress in their learning. Systems used for self-evaluation are developing well and the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- Build opportunities for parents to be involved in the self-evaluation process
- continue with plans to improve the garden so that children have opportunities to fully explore the outdoor space.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision very well to promote children's welfare. She has a professional and enthusiastic attitude to her work and all required documentation is in place and well presented. The childminder has a good understanding of safeguarding issues, as she has recently completed training. Consequently, she has the necessary knowledge to protect children from harm and understands the procedures to follow if she should have a concern about the welfare of a child in her care. Documentation is well maintained. Children are very

well supervised at all times and resources are successfully deployed. The childminder assesses the many risks that the child might come into contact with and takes steps to reduce these. She records risks and keeps a record of any updates as required.

The childminder recognises that self-evaluation plays a key role in continuous improvement. She continually assesses the care and service she provides and has taken steps to develop her provision. She has recently completed a formal self-evaluation about her service and the provision, though has not yet sought parents' views. Children play with toys set out on the floor and independently access well-organised resources in this welcoming family home. Toys are stored attractively in the playroom. The childminder has a large enclosed garden, which is largely suitable for children's play, though ready access from the home is not fully established and the childminder has rightly identified the range of resources as being an area of future development. Inclusive practice is well promoted and children are valued as unique individuals, with support being offered according to their needs.

Parents speak positively about the individual care that their children receive and of the fun they have. Their comments reflect the positive partnerships that have been established with parents. Essential information is displayed in the entrance area. The childminder talks with parents daily to ensure that she is kept up to date with issues concerning children's welfare and development. Parents and childminder share a record of the child's development. Parents' wishes are respected and children's needs are well met. At present, children do not attend other settings. However, the childminder has a strong understanding of the need to link with other early years settings and to use the shared information to support continuity in their care and development. She has made several visits to the local preschool to continue her links and has built links with others who share the care of children before they start attending. This supports children well in their transition between different care providers. The childminder demonstrates a strong drive to provide a high quality childminding service. Good links are established with local childminders and the development worker which positively support the development of practice.

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

Children relate well to this lively childminder and enjoy her involvement in their play. The childminder knows the children well and follows their individual routines to make them feel safe and secure. Children benefit from the positive interaction they receive from the childminder; she offers support and encouragement, enabling children to make good progress in their learning and development. The childminder has a good knowledge of child development and uses ongoing observational assessments of children's achievements to inform her planning of play experiences to suit individual children's abilities. This helps children progress and move on to the next steps in their learning.

Children develop an understanding and awareness of themselves as they look carefully at their reflection in a mirror. They readily 'snuggle in' to the childminder

when they are tired or unsure. Children are developing language, becoming increasingly vocal and demonstrating pleasure when making sounds. The childminder sits on the floor with the children and assists children as they try to fit toys into holes. She makes noises as she moves the garage lift up and children are learning that they can roll the play food down the slope. Children's early language is supported through naming objects and the childminder repeats their early words, reinforcing their understanding and confidence. Children look at books borrowed from the library, exploring different textures as they do so. Children become absorbed as they try to take objects out of containers. They start to make a positive contribution to their environment when they assist others in tidying up, showing great enjoyment as they throw the toys into containers. Children start to learn songs on the daily car journey to school and are comforted when the childminder sings a familiar song.

The safe home allows children to freely explore and they confidently move between rooms. Children become aware of dangers and how to keep themselves safe. Fire evacuation routes are clearly displayed and evacuation procedures are practised, so that children and the childminder are familiar with what they need to do. Outdoor activity is encouraged on a daily basis. Therefore, the children's health and well-being is enhanced. Children enjoy walks around the local area, taking interest in the sheep and trees. The children's day is organised with their need to rest taken into account and young children benefit from a daily sleep. The childminder follows good hygiene procedures and through these, children learn to wipe their hands before and after they eat. The childminder talks about why she does this with babies, and as children get older, they come to take more responsibility themselves. A range of nutritious food is provided by the childminder, who knows their likes and dislikes through talking with their parents and noting what children like to eat. Children benefit from a sociable mealtime when they sit together after school. The childminder teaches children what is right and wrong. She encourages young children not to throw their food on the floor, whilst recognising that this is a normal stage of development in young babies. They meet with the childminder's friends and older children, extending their social skills and confidence with others.

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	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

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