

Inspection report for early years provision

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Inspection date	25/06/2012
Inspector	Samantha Powis
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 two children in Radstock, North East Somerset, close to Westfield Primary School. The whole of the premises is used for childminding which includes a lounge, kitchen and conservatory/playroom on the ground floor. Toilet facilities are located on the first floor along with bedroom areas for rest. There is a fully enclosed garden for outdoor play. The family have a rabbit and fish in a small indoor tank. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children under eight years; of these not more than two may be in the early years age group. She is also registered to work with another childminder at her home address. When working together they may jointly care for up to six children, five of whom may be in the early years age group. There are currently three children on roll, two of whom are in the early years age group. The childminder holds a Level 3 qualification, the BTEC National Diploma in Early Years, and has experience of working in day nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled and generally develop a sense of belonging as the childminder is committed to supporting their individual needs. They make good progress in their learning due to the stimulating, safe and accessible learning environment. Parents receive detailed information about the service the childminder provides and have some opportunity to share in their child's learning. The childminder has established secure systems to help her review her own practice and make positive changes. This means that her capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- encourage children to show a strong sense of self as a member of different communities, for example, by displaying photographs of them, their friends and their families
- increase opportunities for parents to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder is vigilant about safety. She has a secure awareness of safeguarding procedures to help support children's ongoing welfare. Children remain well supervised at all times and positive steps are taken to ensure safety is maintained when in the home and on outings. For example, the childminder re-organises space within the home as she prepares a snack for the children, so they remain within her sight and hearing at all times. Effective use of records means that information is accurate and quick to access, helping the childminder to support children's welfare and safety. Children's health is supported well. The childminder follows positive practices to reduce the risk of cross infection and ensures children are provided with healthy snacks and plenty of drinks throughout the day.

Areas within the childminder's home are used very well to support children's enjoyment and development. The environment is comfortable and welcoming. However, there are no examples of minded children's own creative work or photographs of them or their families on display to increase their sense of belonging. The childminder understands children's preferences and interests and ensures a wide range of equipment and resources are available. This includes some activities and resources that promote children's awareness of the local community and the wider world. Children have lots of choice and freely explore the resources that are stored in accessible and clearly labelled drawers in the playroom. They move freely from indoors to outdoors, enjoying the experience of playing outside in the fresh air. Clever use of photographs on low level display boards reminds children of other activities they can engage in, which may not always be accessible independently. The childminder uses skilful interaction as children play to challenge their thinking and learning. This means children are interested and motivated.

The childminder establishes positive relationships with parents. They receive lots of information and are encouraged to take their own child's learning folder home to read through. This provides them with information about what their child is learning whilst with the childminder. Parents complete the 'all about me' forms when children first start. These provide the childminder with important information about children which helps her plan and adapt the environment and daily routines to suit their needs. However, there are limited ongoing opportunities for them to share further information about children's learning and development at home. The childminder has considered how she will liaise with others providing care for the children, to promote consistency and continuity. She is committed to providing the very best service for children and their families and uses self-evaluation well to identify her strengths and make changes to her practice. Following training or working with early years professionals she reviews all aspects of her practice to ensure she continues to meet requirements and individual needs.

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

The childminder supports children's welfare very well. Children follow positive routines to encourage them in leading healthy lifestyles. From a young age, children recognise the need to wash their hands and the processes to follow. They enjoy daily outdoor play to develop control and co-ordination of their bodies and get plenty of fresh air and exercise. As well as having healthy snacks and frequent drinks, some children help to plant their own fruit and vegetables, encouraging them to enjoy fresh produce. Gentle reminders and guidance from the childminder helps children to follow safe practices. They learn about road safety, discussing how to keep safe when out-and-about and taking part in a game that makes them aware of traffic light commands. These beneficial routines and support helps them to develop important skills for the future.

Children are very happy and settled. They get fully involved in the broad range of learning experiences offered. They respond positively to the childminder's supportive and enthusiastic interaction and ideas for play. They show increasing independence as they make choices about what they want to play with. They respond well to the childminders use of praise and encouragement. This helps them to manage their own behaviour and respond positively to boundaries and expectations. Children are forming positive relationships with each other, learning to share and co-operate. They learn to value and respect differences through the resources they use and the activities they enjoy. They comment as they notice photographs of the childminders family displayed on the wall, however, there are no photographs of minded children on display to increase their sense of place and help them to feel part of their own community. Good support from the childminder helps to improve children's language and communication. They constantly chatter about what they are doing and are introduced to new vocabulary as they play. They hunt for the hidden items in the sand, using clues given by the childminder to help them. They help themselves to books, enjoying browsing through them and pointing out favourite pictures. They frequently see text and written information on display, helping them to understand that print carries meaning. They use numbers previously introduced by the childminder as they play independently. This demonstrates their increasing awareness of number order and values. They enjoy using electronic toys, gaining confidence in using simple technology. They have opportunities to be creative and use their imaginations as they are involved in role play, painting and play dough activities.

The childminder has a secure understanding of each child's interests and learning needs. She uses this information well to support the children in taking the next in their learning and development. For example, she provides children with a favourite toy to use to make patterns as she encourages them to get involved in new activities such as painting. Each child has their own learning folder that includes written observations, examples of creative work and photographs of them engaged in play. Next steps are identified and weekly planning is used to promote learning in all six areas of learning for each individual child. Parents enjoy seeing the children's records; however, they are not always encouraged to share what they know to enable the childminder to support and extend children's learning

further.

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	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	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

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

Met