

Inspection report for early years provision

Unique reference number	EY3 10665
Inspection date	04/02/2009
Inspector	Janet Armstrong

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2005. She lives with her husband and two sons, aged 10 and 12 years in a three bedroom semi-detached house on the outskirts of Yeovil, Somerset. The ground floor is used as the main accommodation for childminding purposes. This comprises of a living room and kitchen/dining room. Rest and toilet facilities are available on the first floor. There is a fully enclosed garden available for outside play. The family have a pet dog.

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 a maximum of four children under the age of eight years, three of whom may be in the early years age group. There are currently four children on roll, all of whom are in the early years age group and attending on a part time basis. The childminder also cares for children over eight years of age. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good and children's welfare and learning outcomes are promoted well. This is achieved through the childminder's positive interaction and the high levels of support given to each child. The childminder knows the individual children well and is skilful at balancing her time and attention to ensure each child receives individual support and is included. Independent access to a range of appropriate toys and play provision, which include some resources to raise their awareness of the wider world in which they live, encourages them to make free choices to support their interests. Newly introduced systems for self-evaluation show the childminder has a realistic view of the strengths of her provision and areas for her to improve on. This means she is able to build on the good practice already in place and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop systems for working with parents to identify and record children's starting points and the next steps in their learning

The leadership and management of the early years provision

The childminder is well organised. She has some effective systems in place that enable her to work closely with parents. All the necessary written records, documents and consents are in place that enable the childminder to provide children with high levels of individual care, promote their well-being and provide continuity of care. Parents receive daily diaries that record the care, routines,

activities and learning enjoyed each day. All children and parents are made to feel welcome. A wipe-board in the hallway welcomes children each day, this also means that parents know who their children are in contact with. Children have their own labelled pegs for their coats and individual hand towels. This promotes their sense of belonging and security.

The childminder has made a good start to the self-evaluation of her practice. She has a clear and realistic view of her strengths and has identified some areas for improvement. For example, she has developed a folder of written policies and procedures that detail her practices and intends to share these with parents to further promote the working relationships. This will provide parents with clear details of the processes followed by the childminder.

Children's safety is prioritised. The childminder follows secure and thorough processes to ensure she provides a safe and secure environment for children to play in. Weekly and bi-monthly written risk assessments are supported by daily visual checks of the environment, play provision and equipment. Outings are also assessed for potential risks. The childminder is clear on the correct child protection procedures to follow should she have a concern about a child in her care. This means she is able to take appropriate action to safeguard the children in her care.

The quality and standards of the early years provision

Children's welfare is promoted well. They have a good introduction to being healthy and staying safe from a young age. For example, they learn to wash their hands and 'get in between the fingers' with the liquid soap. They learn to be aware of other children and play carefully so that they do not hurt them. This enables them to start making positive decisions about their actions.

Children are happy and settled in the homely and comfortable environment. Younger children receive lots of cuddles and reassurance, especially during change, for example, the inspection, to help them settle and become involved in the activities on offer. The childminder ensures that younger children have independent access to a suitable range of play provision and activities to support their development and interests. She spends her time on the floor with the children, encouraging them to explore. For example, a seven-month-old is starting to roll over and reach out. The childminder places brightly coloured toys around, some just out of reach, to encourage the child to move around.

The childminder knows the individual personalities of each child well and is sensitive to their individual needs, providing each child with individual time and attention to support their play and learning. For example, a two-year-old is to be shortly introduced to potty training. The childminder has set out a role play bath-time activity that includes a toy potty. The child is encouraged to find and wash different body parts of the doll through the childminder's questioning. The child then sits the doll on the potty. The childminder talks about what it happening. This means the child will have a better understanding of the expected processes and routines and be better prepared for this developmental next step.

The childminder has a positive approach and talks constantly to the children in their play and daily routines. She encourages a two-year-old to try new words and count up to seven with her when preparing lunch. The children respond well to the high levels of praise and encouragement they receive from the childminder with lots of babbling, laughing and talking.

Informal planning enables the childminder to identify a range of activities to provide for each day. These are dependent on individual children and their interests and allow for spontaneity. Her observation and assessment systems work well to show the progress children are making in their learning. These are shared with parents every month and discussed. Current systems do not allow the parents to record their children's starting points, or any comments or contributions towards the next steps in their children's learning to enable them to play a bigger role in their children's progress and learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.