

Inspection report for early years provision

Unique reference number	142242
Inspection date	29/04/2009
Inspector	Beverly Anne Brimble

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.

Description of the childminding

The childminder was registered in 1999. She lives with her husband, one adult child and one child aged 14 years in a three bedroom semi-detached house in Shepton Mallet, Somerset. The ground floor is mainly used for childminding which includes a lounge/diner, conservatory and kitchen. Bathroom and sleeping facilities are provided on the first floor. There is a safely enclosed rear garden for outside play. The family have a dog and a rabbit, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time. There are currently five children on roll in the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the early years provision is good. Children are well cared for by an experienced, dedicated and caring childminder in a homely setting. Children are engaged in a good variety of activities which are well supported with many resources to progress their learning and development. The childminder recognises each child's individuality and effectively promotes inclusive practice so that children feel secure and valued. Strong partnerships with parents and carers ensure that children's individual needs are met. The childminder is committed to continually improving the quality of her service through ongoing training and a developing system for self- evaluation.

What steps need to be taken to improve provision further?

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

- develop effective use of the guidance materials for the Early Years Foundation Stage to further enhance children's learning
- further develop systems for self-evaluation to help identify areas for improvement.

The leadership and management of the early years provision

The childminder has some written policies in place and all permission from parents is available and up-to-date. Children are fully safeguarded because the childminder demonstrates a good knowledge of child protection. For example, she has a clear understanding of possible signs and symptoms of abuse and whom to report any concerns to. The childminder provides a safe environment where all who come into contact with the children are suitable to do so. She completes and records risk assessments which are mostly effective, the premises are closely monitored to ensure children's ongoing safety and security. The childminder organises space and play resources effectively to meet children's needs, allowing them to make

their own choices about play.

The childminder has acted on recommendations raised at the last inspection. As a result, safety and learning opportunities for children have been further improved. The childminder is beginning to evaluate her practice, for example, by attending training courses, talking to other childminders and asking for parents' feedback. However, the systems used for self-evaluation are not yet fully developed to identify all areas for improvement, such as, ensuring all records are in place and accessible.

Children's individual needs are well supported as the childminder has many years experience and knows the children very well. She builds good relationships with parents, obtaining information regarding children's daily routines and interests in order for them to be settled and happy in her care. The childminder has a positive attitude to liaising with other providers, and has begun to make links with these settings in order to support children's learning.

The quality and standards of the early years provision

Children are making good progress in their learning because of the range of interesting and enjoyable activities provided. They benefit from a balance of adult-led activities and self-initiated play. The childminder observes the children at play and assesses the information gathered to identify and plan for children's next steps. She offers a wide range of activities to cover all areas of learning and support children's individual needs. However, she is not confident in using the guidance materials for the Early Years Foundation Stage to assess particular aspects of children's development and enhance their learning further.

Children's physical development is well promoted as they play in the garden each day bouncing on a trampoline, pushing along on ride-on toys and pedalling bikes. They also visit the local park and soft play centre to use large play equipment which offers more challenges. Children bring packed lunches or pre-cooked meals and the childminder supplies snacks of fruit and biscuits. She helps children learn about healthy eating through planned activities. For example, children find healthy foods in magazines and cut the pictures out to make a 'healthy meal' sticking them on to plates. Children's health and well being is supported as the childminder maintains appropriate records relating to accidents and medication. Children learn to keep themselves safe as the childminder talks to them about road safety when on outings and explains the dangers of playing in the park.

Children receive warm, responsive care from the childminder who knows them well and consequently they feel secure. Trusting relationships are evident between the children and childminder. For example, they enjoy the closeness of looking at books together, one child turns the pages and recites familiar phrases from the book as the childminder reads the story. Children take part in messy play activities and develop their social interaction, as they regularly attend toddler groups and meet with other childminders and their children. Children's confidence and self-esteem is growing as the childminder plays with the children at their level and takes an interest in what they are doing. For example, a child wants to build a

tunnel, so the childminder sits on the floor passing bricks to the child, asking about colours and shapes and praising the child's efforts and achievement when the tunnel is completed. Children have access to resources and books that reflect diversity, which help develop their understanding of the wider world.

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

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop written statements of safeguarding procedures and complaints procedures (Providing information to parents) 14/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare register section of the report (Providing information to parents) 14/05/2009