

Inspection report for early years provision

Unique reference number	EY274216
Inspection date	19/05/2009
Inspector	Claire Sheldrake

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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2003. She lives with her seven-year-old daughter in a terraced house close to the centre of Bridgwater.

The childminder may care for a maximum of five children under the age of eight years at any one time, and is currently minding a total of six children in the early years age group. She also offers care to children aged over five years.

Children have access to the ground floor of the property and two of the upstairs bedrooms for sleeping. An enclosed rear garden is available for children to play. The family have two cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a sound knowledge of how children develop, providing a variety of age appropriate, exciting, and stimulating experiences to help extend children's learning, enabling them to make good progress. The childminder has a close relationship with her minded children, she knows them well and recognises their individuality and supports it. She has actively built strong relationships with parents to establish an effective two-way exchange of information, to ensure children's individual needs and routines are supported, and the parents wishes are respected. The childminder has begun to evaluate her own practice using a self-evaluation module from her recent qualification, and this has enabled her to identify areas for improvement and personal development.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment systems in order to identify learning priorities for each child
- organise and review policy documentation, to ensure children's health and safety is effectively supported

The leadership and management of the early years provision

The childminder organises her home to effectively promote the safety and well-being of the children in her care. The childminder has a good knowledge of children's learning and development and is aware of their individual needs. The childminder sets up resources at a child's level to encourage children to self-select, follow their own interests, and to develop their independence. She plans her day to provide a variety of enriching experiences both in the home and on outings, for example at toddler group, giving children the opportunity to experience the

community they live in and to develop their social skills.

The childminder is committed to developing and improving her childminding practice. She has recently completed a National Vocational Qualification (NVQ) level 3, in Childcare, and has attended a number of recognised workshops, to ensure that she has effectively understood and implemented the Early Years Foundation Stage (EYFS). She has a current First aid certificate and a Food hygiene certificate.

The childminder is in the process of adapting her policy documents to ensure that they are relevant to her provision, and are a clear guide for parents. However, some of these still refer to the National Standards, which are no longer in use. Further documentation is available in the form of written consents, accident records and medication records, and these are stored in individual folders to maintain confidentiality.

The childminder recognises the importance of building relationships with the parents to support the children in her care. Regular exchanges of information are shared at the beginning and the end of the day to ensure children's routines are maintained, and their progress is monitored.

The childminder is confident about safeguarding children. She has recently studied the subject during her recent NVQ training and is aware of her role in reporting and recording any incidents of child protection.

The quality and standards of the early years provision

The childminder demonstrates a good understanding of children's individual needs. She ensures that they are happy and relaxed in her care, and are familiar with the daily routines to help boost their self-confidence. Children benefit from a healthy lifestyle. They are learning about managing their own hygiene needs. They enjoy healthy and nutritious snacks and are regularly experiencing fresh air, playing in the garden using bikes and bouncing on the trampoline, and going on visits to the park.

The childminder provides a range of exciting and child-led activities to encourage them to be interested in their environment. A recent topic on mini-beasts introduced children to life cycles, such as the caterpillar to the butterfly, and gardening activities, which show them how things grow from seeds to fruits and vegetables.

The children are busy creating their own pieces of art, using paints and pens. They attempt to write their own names on the paper and the childminder supports their efforts, helping them to form the letters correctly. The children enjoy the freedom to experiment with colours and mix them together on the page.

The childminder provides activity plans which are based around themes. She has started to observe and record children's interaction, interest and progress in these, link them to the six areas of learning, and support them using a variety of

photographs. The childminder has recorded children's starting points and some proposed next steps in their learning, however, these do not clearly demonstrate how these activities are tailored for individual children to enable them all to make progress.

The children's emotional well-being is supported effectively; the children behave well, and are settled and busy. They are responsive to the childminder and listen to her as she reminds them to carry out simple tasks like hand washing and tidying away. The children benefit from her close supervision and this contributes to their good behaviour and their interest in each activity. The childminder knows the children very well and uses this knowledge to help talk openly and support them through new experiences in their lives, such as going to school.

The childminder ensures that children are safe in her home. She has a clear risk assessment of her home, garden and when she goes on outings, which shows that she has made provision to ensure their safety, unfortunately it lacks enough detail, to demonstrate how regularly the assessment is reviewed.

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: Met

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