

Inspection report for early years provision

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| Unique reference number | EY222018 |
| Inspection date | 29/06/2009 |
| Inspector | Brenda Joan Flewitt |

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| 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 2002. She lives with her husband and three children aged eight, five and two years in Langport, Somerset. The ground floor is mainly used for childminding which includes a lounge, kitchen-dining room and toilet facilities. Sleeping facilities are provided on the first floor. There is a fully enclosed garden available for outside play, with steps down to the lawn. The family have a dog, 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 four children may attend at any one time. There are currently three children on roll in the early years age range. The childminder is a member of the Somerset Childminding Network.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is good. Children are cared for in a safe, secure and welcoming family home where the childminder knows them well as individuals. Children participate in a good range of activities and experiences, both inside and out, that help them learn through play. The childminder communicates effectively with parents and uses observations of children's play and achievements to plan for their good progress in learning and development. The childminder has various methods of self-evaluation which help her identify areas for development, which contributes to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- increase children's opportunities for expressing their own ideas and creativity during planned art and craft activities
- provide more opportunities for children to explore, investigate and solve problems during spontaneous play.

The leadership and management of the early years provision

The childminder implements policies and procedures effectively to promote children's welfare and safety. She offers a well organised and semi-structured routine in her welcoming family home, where children know what to expect and feel secure. The childminder completes risk assessments and daily checks to ensure that children play in a safe environment, both in the home and when on outings. The childminder has a sound understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow with concerns. She has material available for reference and has identified that attending training to update her knowledge would be beneficial to help further protect children from harm. Children's medication and accidents are well managed.

All required records are in place, completed clearly, and stored confidentially.

The childminder promotes positive relationships with parents and carers. She provides comprehensive information about the setting by way of written policies, notices and displays. There are daily opportunities for sharing information to help meet children's individual needs, supported by a two-way daily communication book. Parents are invited to access their child's progress records at any time. The childminder has established links with other settings that children attend, to discuss consistency in supporting their development.

The childminder has various self-evaluation methods which help identify areas for development. These include completing the Ofsted form, being a member of the local childminding network and seeking parents' views via questionnaires. As a result, the childminder has decided to study towards an National Vocational Qualification at level 3 and to develop her knowledge in children's care and education. The recommendation from the last inspection has been addressed, which has improved the resources that reflect positive images of diversity, to help promote children's positive attitude to people's differences.

The quality and standards of the early years provision

Children are happy, settled and secure in the care of their childminder. Children are cared for in a calm and caring environment where the childminder knows them well as individuals. They make good relationships, with her, her family and each other. She helps them respect each other's feelings and show respect for all people. Children behave well. They know what is expected through familiar routines and explanation. Children learn to share and take turns and receive regular praise and encouragement for their effort and achievement, which helps boost their self-esteem. Children are involved in a broad range of activities over a period of time and learn about number and using text for information through everyday and planned activities and topics. For example, children 'write' their own lists when they go shopping to buy fruit to make 'smoothies', they look at the numerals on the scales as they weigh ingredients to make cakes. The childminder interacts positively with the children as they play, talking with them about what they are doing, identifying numbers and colours and offering explanations about the world around them. However, some adult-led activities do not fully encourage children's own ideas and creativity. Children have access to a suitable range of toys and resources. They make choices in what they want to play with by looking at pictures of the provision available. There are not always opportunities for children to solve problems and learn through spontaneous exploration and investigation.

Children's days include a variety of outings where they meet other people, use alternative equipment and resources and explore their local environment. Attending a toddler group encourages children's social skills and confidence in taking part in large group activities, such as singing and listening to stories. Visits to a farm promote children's curiosity about animals and nature. The childminder has a good knowledge of the six areas of learning and early learning goals, and has developed a clear system for recording observations of children's play and achievements, which she uses to plan their next steps. Therefore, they make good

progress in their learning and development.

Children's health is well promoted. They learn good procedures for their own personal hygiene, and start to make healthy choices in what they eat through discussion, topic work and the good example set by the childminder. Children help to grow vegetables in the garden and learn about the importance of 'five-a-day' fruit and vegetables. They have daily opportunities for fresh air and exercise through garden play where they climb, slide and manoeuvre wheeled vehicles. Weekly visits to indoor soft play venues also helps promote their physical development. Children learn aspects of their own safety through topic work and when they are out and about, including crossing roads and using equipment safely. They know what to expect if they must leave the home in an emergency, as they are involved in regular practises of the escape plan.

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

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| 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

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| 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

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| 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