

Inspection report for early years provision

Unique reference number	142180
Inspection date	19/05/2009
Inspector	Michelle Tuck

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 has been registered since 1992. She lives with her husband and adult son in a semi-detached property on the outskirts of Frome, Somerset. Minded children have access to the lounge, dining room, kitchen, upstairs bathroom and one bedroom for sleeping. They can also use the secure rear garden which has a patio and lawn area.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time. She is currently minding seven children, three of whom are in the early years age group and attend on a part-time basis. The childminder is also registered on the both the voluntary and compulsory parts of the Childcare Register, and provides after school care for older children.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder takes positive steps to include all children in the good variety of activities offered. Children in her care are happy, settled and confident. She works in close partnership with parents and identifies ways to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop procedures for assessing children's progress and planning their future learning and development
- conduct a risk assessment and maintain a record of these checks
- ensure the fire blanket is wall mounted in an appropriate place where it is easily accessible

The leadership and management of the early years provision

The childminder offers warm and friendly care to children who are comfortable and settled in her home. She continually checks her home and equipment to ensure it is safe for the children, however there are no formal risk assessments in place of her home or for the outings she takes children on. Children are further safeguarded because the childminder has very good knowledge of how to recognise the signs and symptoms of abuse and understands the procedures to follow if she has concerns about a child. The childminder is well-organised and manages daily routines effectively to provide a flexible service that takes consideration of school and pre-school drop-off and collection times and reflects young children's familiar care patterns.

Children make good progress in the childminder's care because she has an instinctive understanding of how to support and promote children's learning and

development. She organises her home so that children are free to move around and they can choose from the available resources or request others if desired. The childminder values her close relationships with parents and works in partnership with them to identify and meet each child's particular needs. There are no formal systems in place for self-evaluation, however the childminder continually evaluates her practice through discussion with parents and by listening to the children that she cares for.

The quality and standards of the early years provision

Children are supported well in developing a healthy lifestyle. Good attention is paid to hygiene within the childminder's home and to encouraging children to develop effective personal hygiene habits. Children enjoy regular nutritious meals and snacks to sustain their energy and hydration levels throughout their day. They have many opportunities to play outdoors in the fresh air, and enjoy exercising their bodies as they access play equipment in the garden or make a visit to the park to feed the ducks. Children are encouraged to think about their own safety through discussions with the childminder about topics such as how to cross the road safely. Most aspects of safety have been considered in the home, however the fire blanket is not wall mounted at present.

The childminder has a good understanding of child development and how children learn through purposeful play. She knows all the children well and provides appropriate support to each child, ensuring everyone can access the activities of their choice. For example, she supports children to build a train track or puts music on so that children can dance, which they enjoy. The childminder interacts sensitively with their play to extend their learning. For example, the childminder sits on the floor with children while they play with the trains and cars, supporting their language development by repeating words back to them and asking them questions about what they are doing.

The childminder's informal procedures for assessing children's progress and planning activities that build on what they already know and can do are effective in supporting learning and development. She works very closely with parents and has built strong links with the local school to provide a consistent approach to supporting children's progress.

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.	3

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?	3
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