

Inspection report for early years provision

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Inspection date 05/10/2009
Inspector Julie Morrison

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.

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Description of the childminding

The childminder was registered in 2001. She lives with her husband and two children aged 13 and nine years in Richmond. She has two guinea pigs and two hamsters. The whole of the ground floor except for the conservatory, and first floor except for the main bedroom, of the childminder's home are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 8am to 5.30pm term time only.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends local toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe and secure as the childminder provides a welcoming and safe environment. She plans a wide range of activities which cover all areas of learning and ensures that children are making good progress towards the early learning goals. The childminder demonstrates a positive commitment to ongoing training. This is combined with effective links with other childminders and childminding support workers to enable her to make good continuous improvement and promote outcomes for children. The childminder does not currently support any children with special educational needs and/or disabilities however, she demonstrates a positive attitude towards providing an inclusive environment.

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 to ensure that identified next steps in learning are implemented into planning.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision well. She has a detailed range of policies and procedures in place which are used effectively to safeguard children. For example, health and safety, confidentiality and safeguarding children. This is combined with her good understanding of the signs and symptoms of abuse and procedures to follow should she have any concerns. Children's welfare is further assured as the childminder and other household members have had suitable

checks completed. Detailed risk assessments are in place for the childminder's home and for outings. This reduces the risk of accidental injury.

The childminder demonstrates a positive commitment to training in order to improve the quality of the service she provides. She evaluates the care and education she provides well. This includes gathering feedback from parents in the form of questionnaires and working closely with other childminders and childminding support workers to discuss practice. The recommendation raised at the previous inspection has been positively addressed. This has resulted in the childminder developing her understanding of procedures to follow in the event of an allegation being made against herself.

Children's play opportunities are enhanced by the effective organisation of space and resources. This includes rotating resources regularly to provide children with a range of age appropriate resources which cover all areas of learning. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents and adapting space and resources to ensure that all children are fully included at the setting. Positive relationships with parents have been built. Parents receive copies of the childminder's policies and procedures and written notices display meals and activities for the coming week. Consequently, parents are well informed about the service she provides. They have good opportunities to keep up-to-date about their child's learning and care as the childminder makes effective use of two-way diaries and shares with them their children's individual learning files. Parents speak very highly of the care and learning their children receive.

The quality and standards of the early years provision and outcomes for children

The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) as a result of attending relevant training. She provides a wide range of resources to meet the needs of children. These are complemented with flexible planning which includes trips to places of interest, such as farms, parks and castles along with regular visits to toddler groups. These provide children with good opportunities to socialise with their peers as well as regular physical exercise. Children are happy, settled and relate well to the childminder who interacts well with them as they play. For example, she encourages them to name colours of cars and supports their early counting. This is supported by effective procedures to support children in beginning to learn right from wrong. Children have good opportunities to be creative, for example, painting, junk modelling and messy play. They enjoy exploring different textures, such as playing with polystyrene pieces and have great fun as they throw them into the air, exclaiming, 'it's snowing'. The childminder supports the children as she encourages them to talk about how it feels and praises them as they count the pieces. A wide range of books, along with visits to the library promotes children's interest in the written word. Children confidently sit on the childminder's knee as she reads stories to them and independently select books to 'read' to themselves. Their communication skills are fostered well as the childminder chats to them constantly; this results in positive interactions between the children and the childminder. They are beginning to learn

about the world around them; they enjoy dressing up, playing with musical instruments from around the world and are supported with appropriate discussion from the childminder. Individual files are in place for each child. These include photographs of the children along with clear observations which are linked to the areas of learning. The childminder is aware of children's next steps and these are highlighted in the observations. However, the childminder has not fully developed her procedures to ensure that these are effectively implemented into her planning.

Children's welfare is promoted well by the childminder. She acts as a good role model, washing her hands between nappy changing and cleaning all areas with anti-bacterial sprays. She reminds children to cover their mouths when coughing and praises them as they independently use wipes to wash their hands. The childminder provides a balanced range of nutritious meals and snacks for children, such as spaghetti bolognese, fish and fresh fruit. She plans fruit tasting sessions and encourages children to get involved in the preparation of meals, this helps to raise their awareness of healthy foods. Children are kept safe in the childminder's home as the childminder implements effective policies and procedures. For example, doors are kept locked, sockets are covered and stair gates are in place. This is complemented by gentle reminders from the childminder to sit properly on chairs so they do not fall and practicing road safety and fire drills. All required documentation, such as accident forms, medication records and consent to obtain emergency medical treatment are in place. This ensures children's welfare is effectively safeguarded and promoted.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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