

Inspection report for early years provision

Unique reference number	EY391002
Inspection date	16/10/2009
Inspector	Rachael Williams

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2009. She lives with her husband and their three children in Bishops Lydeard, Somerset. The home is within a short walk of schools and toddler group. The whole of the home is registered, however, the main play areas are on the ground floor; the childminding room, conservatory and adjoining dining room. There is an enclosed garden for outside play. The family care for two dogs.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group, except on a Wednesday when the childminder may care for three children in the early years age range. At present, the childminder has two children in the early years age range on roll. She provides care on a Monday, Wednesday and Friday from 08:00 until 18:00 during term time only.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is effective in meeting the needs of individual children as excellent relationships have been established which ensure each child is recognised as an individual. Individualised planning ensures that children's interests are acknowledged and that the balanced range of experiences provided encourages children to make progress in their learning and development. Positive relationships with parents ensure continuity in children's care, learning and development. Partnerships with other early years providers are satisfactory. The childminder monitors her provision well and has taken some effective steps to improve outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- complete an accurate daily record of hours of children's attendance (also applies to both parts of the Childcare Register) (Documentation) 30/10/2009

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

- develop further assessment arrangements to ensure starting points and capabilities are clear as to what the child knows and can do and that learning priorities clearly link to the child's stage of development

- improve links with other early years providers to ensure continuity in children's care, learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is committed to improvement and has accessed relevant training, such as safeguarding. She has good understanding of child protection issues and ensures that appropriate procedures are followed should an incident occur. Therefore, children's well-being is safeguarded. Appropriate arrangements have been established to ensure that all adults in the house are suitably vetted. Children are cared for in a safe and supportive environment where regular risk assessments and daily checks ensure that potential risks are identified and appropriate action is taken in order to protect the children. For example, the childminder reviews accident and incident records and adapts the risk assessment and her practices to ensure hazards are removed, such as disembarking from the car once parked. Consequently, children become aware of keeping themselves safe and adopt safe and responsible practices, such as not unfastening seat belts until the childminder has given them permission.

The childminder effectively uses early years advisers to monitor her provision and acts promptly on recommendations given, such as establishing a complaints log to share with parents. The childminder has good understanding of her strengths, for instance, her interactions with the children. She has evaluated her practice and adapted to meet the needs of the children. For example, she has adapted the way she plans activities for the children so that she can concentrate on their spontaneous play to promote good learning relating to children's interests. She recognises her need to develop organisational skills in relation to her paperwork, for instance, to ensure that the register is an accurate record of children's hours of attendance. This is a breach in specific legal requirements.

The childminder has established excellent relationships with the children and shows good understanding of each child's backgrounds and needs, valuing and respecting them as individuals. Children make decisions about their play and resources reflect the diversity in our society. These are fully integrated into the provision, such as mark-making equipment to reflect skin colour. Positive images are displayed in the conservatory encouraging children to become aware of the wider community. Good use is made of the local environment to promote children's understanding of their surroundings, such as visits to the toy library, local library and nature walks.

The childminder has established positive relationships with parents. On the whole, parents receive a wealth of information regarding the service provided and of their children's achievements. For example, a daily communication book has been established which shares information with parents and asks parents for their views about the provision. However, partnerships with other early years providers have not been successfully forged in order to enhance continuity in children's care, learning and development.

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

Children make good progress as, through discussions with parents, the childminder has good knowledge of children's starting points, although these are not well documented to give a clear picture of what children know and can do. Individualised planning ensures that a broad and balanced range of experiences are provided which relate to children's interests. Spontaneous learning is encouraged and the childminder's interaction challenges children's learning and development. For example, a young child selects an interactive toy. When he switches it on he finds that it needs new batteries so he helps the childminder to unscrew the back with a screwdriver. He is encouraged to count how many batteries are needed and the childminder talks through the process with him as to why Elmo will not work. The children respond to the music and dance. The childminder competently extends activities that the children have shown a previous interest in, such as using a variety of magnets. The children confidently explore their environment finding objects that the magnets will 'stick to' and use appropriate language to describe the different properties of the objects hence, children are becoming skilful communicators. Communication skills are further supported by the use of a sign language, Somerset Total Communication. The childminder exhibits good knowledge of children's interests, such as trains, and uses this information well to ensure that individual needs are met. These are well documented in the daily diary to share with parents. Learning priorities are clearly identified, however, progress records do not fully reflect children's stage of development and are more focused on what the childminder will provide to promote learning.

Children are extremely confident and settled within a stimulating and welcoming environment. Excellent settling in arrangements and liaison with parents ensure that new children are content and that the childminder has excellent knowledge of their care and learning needs. Children are fully aware of routines, expectations and boundaries, for instance, on returning from the school run the children wait patiently in the utility room whilst the childminder puts the pushchair in the shed, therefore, children are aware of their own safety. Children remove shoes before entering the homely environment to ensure a hygienic play space. Children confidently make decisions about their play from a vast range of high-quality toys and resources, for instance, a child independently selects a sticker book and is keen to name all the characters.

Children are introduced to healthy lifestyles. There are numerous opportunities for the children to be outside and in the fresh air, for example, a young child thoroughly enjoys using a brush to clean the windows of the playhouse whilst another enjoys playing with the swing ball. Children show care and concern when playing with the family pets and are clear on hygiene arrangements, for instance, children are aware that they must not play behind the trampoline as this is a designated area for the dogs. Children benefit from healthy and nutritious snacks and meals which successfully meet their special dietary requirements. For example, children enjoy a selection of fruit and raw vegetables. Children are aware of their own personal needs; they visit the toilet facilities independently, are aware of the

need to wash their hands and access their drinks independently when they are thirsty.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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:

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:

- take action as specified in the early years section of the report (Records to be kept) 30/10/2009
- ensure a written policy for equality of opportunity and a procedure to follow should a child be uncollected are available (also applies to the voluntary part of the Childcare Register) (Providing information to parents) 30/10/2009

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 early years section of the report (Records to be kept) 30/10/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (Providing information to parents) 30/10/2009