

Inspection report for early years provision

Unique reference number	EY393065
Inspection date	13/10/2009
Inspector	Mary Daniel

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 has been registered since June 2009. She lives with her husband and daughter aged 17 months, in an enclosed courtyard house, situated in the town of Ilminster, Somerset. Children have use of a living/dining room and kitchen downstairs, and two bedrooms and bathroom upstairs. There is a small area in the outside courtyard that is suitable for some play activities and the childminder takes the children to nearby parks for further outdoor play opportunities. Ofsted have registered the childminder on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children aged under eight years, of whom no more than two may be in the early years age group. There are currently four children on roll, of whom three are in the early years age group. Overnight care is not included within the registration. The childminder is a member of the National Childminding Association (NCMA) and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the welcoming home, where their individuality is clearly recognised and supported through the ongoing liaison the childminder maintains with their parents. Clear consideration is given to helping children learn through their play and consequently they enjoy a wide range of exciting and fun experiences. Improvements are made to the provision offered and effectively help to promote outcomes for children and the childminder is developing more detailed systems of self-evaluation to ensure all areas of her practice are effectively monitored and reviewed.

What steps need to be taken to improve provision further?

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

- further develop the risk assessment systems for outings to ensure these are clearly detailed and reviewed prior to embarking on each specific outing (Safeguarding and promoting children's welfare) 11/12/2009

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

- further develop systems of self-evaluation to support ongoing aims for improvements
- further develop the planning and assessment systems to clearly identify children's next steps in all areas of their learning to help them build on their interests and existing abilities

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded through the clear policies and procedures in place. For instance, the childminder shares her responsibility of keeping children safe with parents and records any incidents. She is aware of possible signs and symptoms that may cause concern and has a clear policy to support her practice. Children's continuity in care is effectively maintained through daily communication books shared with their parents and written parental permissions, such as for going on outings. Details of possible venues for outings are shared to see if parents are happy for their child to go there. This helps to provide reassurance to parents that their child is being cared for according to their wishes. Children's particular family lifestyles are very well supported and the childminder is flexible to parents needs. With their permission, she liaises with other professionals involved in each child's care, which consequently ensures consistency to children's needs. Parents' involvement is further promoted as the childminder encourages discussion on their child's learning and development, which helps the sharing of ideas on children's interests and abilities.

The childminder does review her practice, which helps to make some improvements to the quality of care provided, for instance, in assessing safety measures required in the home. However, evaluation systems used are still being developed. The childminder continues to attend relevant training, such as first aid, or local childminding conferences where workshops provided give her further ideas to enhance children's care and play. Local resources are used well to provide variety for the children and they visit the local library or join in with the activities provided at a nearby children's centre. This provides children with different play experiences and enables them to meet with their friends and develop their socialisation skills. All children are included within all aspects of the play provided at their level of achievement. Toys and equipment are used appropriately to support children's needs well, for instance younger ones have comfortable, individual travel cots that they can stretch out in for a restful sleep. This helps children feel relaxed and at ease, knowing their needs will be met.

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

Children enjoy their play and are well supported in developing a natural curiosity in discovery. For example, they press buttons, turn knobs or push the tops of different activity toys. They smile as these toys then light up or make a noise. Children's early mark making skills are encouraged as toddlers start to use coloured, easy to hold chunky sized chinks on paper or an easel. The childminder talks to them about the different colours and supports them well in starting to show an early interest in colour and pattern. Children develop their creative skills as they make pizzas and see changes as they mix porridge or mashed potato. They like to dance to music and develop control of their body movements as they clap their hands, stamp their feet and nod their head to the 'If you're happy and you know it' song. They have daily opportunities to be out in the fresh air, and

sometimes walk to the river to feed the ducks or collect some fallen leaves for their 'autumn topic' activity. This helps to encourage children's knowledge and understanding of their world and helps them develop more awareness of their community, although play resources to help encourage their understanding of wider aspects of diversity through their everyday play are limited. Systems of observation and assessment are used and which contribute to the provision of a variety of age appropriate play experiences. However, children's next steps in their learning are not always clearly identified to ensure activities are effectively challenging their current skills in all areas of their learning. Children often visit a local play park or soft play centre, and sometimes play games inside where they jump into hoops or balance bear shaped bean bags on their heads. This gives them chances to use up their energy and develop their physical skills in fun ways. Children's imagination is supported as they cuddle their dolls and they play contentedly alongside each other as they like to bath their dolls together in a water play activity. They are encouraged to explore different textures in messy play activities, for instance as they play with cooked spaghetti.

Children are provided with nutritious meals, such as cottage or fish pie or lasagne. They have snacks of fruit or raw vegetables, and help to grow different vegetables, which they pick for their meals. This effectively encourages their like and understanding of natural, healthy foods. They are offered drinks with their meals, although cannot always access these independently. Suitable nappy changing and general hygiene routines are followed, which help to prevent the spread of infection. Risk assessments are completed on the different areas of the home, and suitable safety measures taken. For instance, visitors' attendance is recorded, the front door is secured and children's access to storage heaters is blocked. Their understanding of keeping themselves safe is promoted through discussion with the childminder, such as with road safety issues on outings. Children are taken on lots of exciting outings, for example, to a local farm where they sit on tractors, or to a 'fun farm centre', where they meet a donkey and help to collect some hen's eggs. Children's safety on these outings is carefully considered, which helps to reduce the risk of any accidents, although there are no clear assessment systems in place to help in monitoring and reviewing possible risks before each trip out, which is a requirement. Positive methods are used to help children learn right from wrong. For example, through the clear explanations given, and good role modelling of the childminder. Children are praised often and helped to feel valued within the home. They are encouraged to be kind to others and smile as they make 'High five' hands to each other. As a result, a calm, welcoming atmosphere is created and they respond happily to the childminders friendly, reassuring approach.

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	3
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	3

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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