

Inspection report for early years provision

Unique reference number	EY340156
Inspection date	27/11/2009
Inspector	Bridget Copson

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2006. She lives with her husband and three children aged 13, 11 and eight years in the town of Ilchester, Somerset. Children have access to the ground floor which includes a lounge/dining room, kitchen and toilet. The first floor is used for children's sleep times and for older children to play. There is a fully enclosed garden for outdoor play. The family keeps two dogs.

The childminder is registered to care for a maximum of five children at any one time, four of whom may be in the early years age group. She is currently minding three children in the early years age group as well as children over five years to eight years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met well by the childminder who has established good working relationships with their parents. Children's individuality and interests are valued and they are all included equally in every aspect of the provision. The setting provides a positive reflection of each child and their background to promote their sense of belonging. Children's learning is planned and monitored successfully on an individual basis. As a result, children are making good progress through the Early Years Foundation Stage (EYFS). The childminder values the importance of continuous development and strives to implement improvements to further promote the Every Child Matters outcomes for children. However, her self evaluation systems are not fully effective in identifying weaknesses in all areas to further improve the quality of her provision.

What steps need to be taken to improve provision further?

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

- develop a system of evaluating all aspects of the provision to identify weaknesses to improve the quality of children's care and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively by the childminder who maintains well-organised records, policies and procedures to assure their safety and well-being. Risk assessments, fire practices and daily checklists maintain high standards of health and ensure children are safe both within the house and on outings. The childminder has a clear understanding of her child protection responsibilities and the procedures to follow to safeguard children, although she has not attended

recent training to develop her knowledge further.

The childminder has a good understanding of the EYFS and knows the children she cares for well. She dedicates her time to interacting, and supervising children closely to support them in feeling secure in her care. She creates a positive environment in which she encourages children to respect others and consider their needs and feelings. She provides a positive reflection of diversity within her home to raise children's awareness of different cultures and lives.

The childminder has systems in place for monitoring and evaluating the quality of her provision, for example, monthly evaluation of the activities she provides and a daily account of her day. She also meets regularly with the local authority and has extended her knowledge and skills through attending courses and workshops since her last inspection. However, her systems are not fully effective in evaluating other aspects of her provision to further secure on-going improvements in all areas of children's care and learning.

The childminder has established effective partnerships with parents. Comprehensive information is provided to parents to support them in making an informed choice. Parents provide the childminder with information regarding their child's needs, preferences, and agreements are signed to promote consistency. In addition, links are being established with the other settings children have started attending for consistency. Parents are kept well informed through displays, home diaries and daily communication. Parents, however, are less involved in contributing to children's assessments and planned next steps of learning.

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

Children benefit from a good range of quality resources to support their interests and areas of development. They choose additional toys and activities from photo cards and booklets which encourage them to lead their own play. Days are organised to include a balance of free-play, organised activities and time outside for physical play and fresh air. Space is well-organised, safe and secure. As a result, children of all ages explore and move between rooms freely and confidently. Children's learning is monitored and promoted effectively. The childminder observes children in play to find out what interests them and to assess their stage of development. She uses this information to plan their next steps in all six areas of learning on an individual basis. However, this system has not yet been fully implemented to involve parents. The childminder knows children well. She responds skilfully to their needs, ensuring all children are fully included through adapting activities to make them developmentally appropriate for each child.

Children are happy and very settled. They play with great energy and enthusiasm, focusing well on the things that interest them. They talk freely to share their knowledge and news and to describe what they are doing in play. They are encouraged to express themselves through the childminder's questions and discussions to further promote their language and communication skills. They are very well supported in developing positive attitudes through learning to share,

taking turns and showing good manners. The childminder acts as an excellent role model, managing any issues with a calm and consistent manner and offering children continuous encouragement and praise to raise their self esteem. Children are developing an understanding of shape, size and number. For example, they count in their play, compare quantities in water play, measure objects around them and complete puzzles. They are involved within their local community through visiting many places of interest and meeting up with friends regularly. Children use their imaginations well. For example, exploring different media and materials, building with constructional sets, role playing with small world toys, and being creative in craft activities. They also enjoy music and dance freely to songs.

Children feel safe and secure within the childminder's care, which they demonstrate through their self-confidence and independence skills. They learn about keeping safe through discussing stranger danger and road safety before outings, practising the fire drill and learning safe play rules at home. Children are developing an excellent attitude to healthy lifestyles. They enjoy fresh fruit snacks, healthy meals and access to drinks at all times. They learn to manage their own personal hygiene very well through hand washing and brushing their teeth after meals. They also benefit from an excellent range of activities at home and in different environments. This promotes their physical development and fitness, and allows energetic children to run freely within the fresh air.

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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