

Inspection report for early years provision

Unique reference number	142418
Inspection date	07/04/2010
Inspector	Sara Bailey

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 1992. She lives with her husband and adult daughter in Galmington, Taunton, Somerset. Childminding mainly takes place on the ground floor with it's own bathroom facilities although the bedrooms are used for sleeping babies. There is a fully enclosed rear garden available for outside play. The family have no pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age range. There are currently four children within this age range on roll.

The childminder is a qualified BTEC Nursery Nurse and an approved foster carer for pre-adoption babies. She is a member of the National Childminding Association, Somerset Childminding Association and the Taunton Deane Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All aspects of the learning and development requirements of the Early Years Foundation Stage have been implemented exceptionally well. Children's enjoyment, achievement and access to resources are outstanding. Most aspects of the welfare requirements are also implemented to a very high standard. However, a genuine oversight in having a record of the risk assessments carried out, which is a specific legal requirement, has impacted on several judgements. However, there is no impact on the care of the children from this missing documentation as all aspects of safety have been identified and addressed appropriately.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment carried out of the environment (Suitable premises, environment & equipment). 14/04/2010

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

- develop further the observations and assessments to show how children's learning and development is linked to the six areas of learning and their individual progress towards the early learning goals as well as children's identified next steps, which can then be shared with other settings children attend.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children exceptionally well through her knowledge of child protection issues and maintaining a very safe environment. However, she has overlooked the need to maintain a record of the risk assessment carried out, which is a specific legal requirement and therefore impacts on the judgement of safeguarding and other leadership and management judgements. No weaknesses are identified at inspection regarding any potential hazards in the home or garden as the childminder has appropriately identified and addressed all risks to a high standard. The childminder has effective systems in place to record children's attendance, she has a secure home with designated areas for different activities and she has a written safeguarding policy, which reflects current procedures and is shared with parents.

The childminder is extremely well organised with clear and effective daily planning to meet the needs of individual children. She balances the needs of three young children at the same time exceptionally well with confidence. She uses the space well within the home, with designated areas for different activities. She also ensures children have regular outings and visits to local toddler groups to help develop their social skills and have access to a wider range of resources. At home, the toys are rotated on a daily basis to ensure they meet children's individual needs effectively.

The childminder has good links with other childcare professionals and local childminding networks to develop her knowledge and skills. She has made continuous improvement through attending workshops and through on-going self-evaluation. However, she has not made links with other settings children attend in order to share individual children's learning and development, which further ensures children's individual needs are met. She is aware of this being a requirement within the Early Years Foundation Stage but has been advised that it was the responsibility of the day-care setting rather than her own responsibility; therefore it is not included as a weakness in her own self-evaluation. She does though ask the older children about their experiences at other settings on the days they return to her care and when appropriate they continue the same themes or topics they show an interest in. The childminder liaises with parents really well, both verbally on a daily basis and through daily diaries about their individual children's routines. She also shares written policies about the setting and has good systems of record keeping regarding children's care to keep parents well informed. Likewise, the weakness of not maintaining a record of the risk assessment has not been identified in the self-evaluation as she misunderstood the requirement of it needing to be in writing.

The childminder promotes equality and diversity in everything she does. Children's individual needs are taken into account and inclusive practice is promoted. This is backed up with a positive, written policy shared with parents. Boys and girls have equal access to resources and activities. Positive images of diversity are reflected in books and toys and children learn about the wider world through lots of discussions.

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

All outcomes for children are outstanding. Children are extremely happy, settled and confident at the childminder's. They greatly benefit from the childminder's relaxed, caring and confident approach, which enables babies and toddlers to snuggle up to her for cuddles when tired, have fun and settle to sleep really quickly as they are so secure. Older, pre-school aged children are engaged in wonderful conversations and stimulating play. They enjoy a mixture of free-play, which is child led, such as playing on the floor with the childminder with cars and transport and planned activities to meet individual interests and link to themes and calendar events such as Easter or Harvest. Children learn through everyday experiences such as each week excitedly watching the recycling lorry collect their rubbish from the lounge window. Children are inquisitive learners, asking questions about what they are learning and the childminder skilfully puts the questions back to them to problem solve. For example, a child asks where the recycling is taken to and the childminder mentions a local town. The child suggests another unlikely location much further away, which the childminder links to their own recent holiday experiences and develops their knowledge of the world through further discussion. The needs of both babies and pre-school aged children are met exceptionally well alongside each other. For example, whilst babies are cuddled or rocked to sleep the childminder interacts with the older children supporting their play and involving toddlers. Later, when the babies sleep she brings out planned activities for the older child, such as a new puzzle to challenge an able child and a lovely large book, which they spend long periods of time exploring every detail and developing children's language. They count objects, find things beginning with particular letters and discuss detail such as horseshoes. Children are engrossed in their learning through play and fun activities.

Children are protected from the risk of cross infection by being cared for in a very clean home and with individual towels and bedding. Children are reminded of the importance of hand-washing after using the toilet and before eating but carry out these routines spontaneously and independently. Children enjoy healthy snacks and lunch boxes provided by parents, which are promoted by the childminder. They have easy access to drinks throughout the day, learning about the importance of drinking water. Children have daily exercise and benefit from the childminder walking most places with the children rather than using her car. They have many opportunities to be active and develop their physical skills.

Children are very safe within the home and whilst on outings as the childminder constantly risk assesses and addresses any potential hazards. Children learn about safety through regular fire drills and can recall that if they have a drill they are to walk outside holding hands and meet under the 'big tree' for the childminder to ring 999. They learn about road safety from discussions whilst carrying out daily routines, such as crossing the road and the importance of holding on to the buggy whilst walking. Children greatly benefit from the childminder's calm and relaxed approach, settling to sleep very quickly as they feel safe and secure.

Children are very well behaved and show respect for each other. Older children help younger children and all ages learn how to share the childminder's time and take turns. Children learn to negotiate from skills the childminder develops through play. For example, when playing with the cars, she asks 'if I give you one of mine can I have one of yours please?', which the child happily swaps then later they ask themselves really nicely to do the same. They are also acquiring excellent skills for their future.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1

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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