

Inspection report for early years provision

Unique reference number	EY335980
Inspection date	28/04/2010
Inspector	Elaine Douglas

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 was registered in 2006. She lives with her partner and five children aged 16, 14, 10, and six years, and a nine month old baby. They live in a house in Street, Somerset, close to shops, parks, schools and public transport links. All areas of the property is used for childminding and there is a fully enclosed garden for outside play. The family has a hamster.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two children may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to seven years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to collect children. The childminder holds a level 3 childcare qualification and is a member of the National Childminding Association. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully meets the needs of children because she recognises their uniqueness. Very good interaction promotes children's enthusiasm and skills for future development. The strong partnership with parents is significant in making sure that the welfare and learning needs of all the children are met. This means that children make good progress in their learning and development, considering their starting points, abilities and ages. Good self-evaluation and the childminder's drive to provide high-quality outcomes for children ensures continuous improvement. Children remain safe and secure through good supervision and procedures.

What steps need to be taken to improve provision further?

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

- increase awareness of procedures to follow in the event of an allegation against a member of the household
- extend the current planning and assessment system to include impromptu observations and parents' contributions

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm through the childminder's good knowledge of signs and symptoms of abuse or neglect. She has clear procedures and guidance in

place to know how to deal with any concerns. However, she is less aware of the procedures to follow in the event of an allegation against herself or a member of her household. All adult family members have undergone appropriate vetting procedures. Daily risk assessments ensure that all areas of the premises are safe and any necessary equipment is in place prior to children arriving. For example, stairgates prevent toddlers accessing the stairs unsupervised. Very good records are kept of the risk assessments, any hazards identified and the actions required to minimise these. There are clear emergency evacuation procedures and plans, which enable the childminder to know what to do should an emergency occur. Accidents, incidents and medication are recorded appropriately, and all necessary documentation is in place to safeguard children.

Parents receive well-documented information on the provision and on their child's daily care. An individual diary provides extensive information on how their child has spent their day and their achievements. Policies and procedures are individual to the childminder's provision and are very effectively implemented to safeguard children. The childminder does not currently have any reason to establish partnerships but has previously met with another childminder to discuss care and development, to ensure consistency for one child they both cared for. The new Ofsted poster is displayed and the childminder's previous inspection report is available. The childminder has assessed the access to her premises and looked at ways around issues in ensuring an inclusive provision. She informs parents that her policies and procedures can be provided in other languages or Braille, if needed.

The childminder has recently returned to work after taking maternity leave. She has already begun to look at her previous self-evaluation, to see what improvements she has made and what actions she still needs to take. For example, she identified the need to have a more efficient system of gaining parents' feedback to ensure she is meeting their needs and has introduced a parents' questionnaire. The childminder has updated her first aid qualification and is booked on to child protection training. She has completed all recommendations set at her previous inspection, which includes gaining parental permission to seek emergency advice or treatment, and to transport children. The childminder is committed to continuous improvement and has completed a level 3 childcare qualification. She uses her knowledge from her training to implement effective systems to ensure good outcomes for children.

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

Children are extremely confident, happy and settled in the caring environment of the childminder's home. The childminder has a good understanding of children's development, and successfully promotes individual learning and progression through purposeful play activities and daily routines. She skilfully provides subtle interaction to challenge thinking and promote problem-solving. For example, when a child looks for a shoe for their doll, the childminder asks questions about the colour and size. The child is able to find a matching pair and this leads to a discussion about comparing foot sizes. When operating a toy food mixer she asks what they need to do to make it work. The child then presses the correct button to

operate it.

The childminder has a good awareness of the Early Years Foundation Stage framework, and plans the children's development through their interests and play. She makes very good use of impromptu situations. For example, while eating an apple a child shows interest in the pips, this leads to a discussion about how apples grow and the childminder plans an activity planting seeds. The childminder shows a child how to blow the seeds of a Dandelion, when it has all gone she then provides the child with bubbles. The childminder makes regular observations on children's specific skills and uses these to plan their next stages of development. However, although she exchanges information with parents about their child's impromptu achievements during play, this is not currently included in the assessments.

Children have sufficient space to play both inside and outside, and the childminder organises the environment effectively to enable children to make choices. Through her training she has developed the use of creative boxes, with a range of materials for children to create their own designs, this promotes their creativity and imagination. The childminder takes time to listen to children and engage them in conversations, which promotes their communication skills and broadens their knowledge. Consequently, children are motivated, inquisitive learners. Children have good opportunities to use the garden, local park and toddler groups. The childminder talks positively about children's home and family, promoting their self-esteem. She develops good relationships with the children and provides a calm role model.

Children develop good practices to promote a safe and healthy lifestyle, through activities and their daily routines. For example, they put on sunglasses to go outside and have regular drinks to prevent getting thirsty. Children demonstrate how to catch a cough in their hand, so as not to spread germs. They wash their hands before snack and have their own towels to prevent cross contamination; they are aware that if the water is too hot it will burn them. Children make healthy choices from a variety of options. They have daily opportunities to be outside and use physical play equipment. Children confidently climb up the steps of a slide holding on to the rails and chase after bubbles, avoiding obstacles. The childminder ensures that children make good progress because she gives them time to explore and experiment, and to try things for themselves.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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