

Inspection report for early years provision

Unique reference number	142140
Inspection date	23/04/2010
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.

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 2000. She lives with her husband and three children aged 13, 8 and 7 in the Holway area of Taunton, Somerset. Minding mainly takes place on the ground floor of the home, with its own bathroom facilities, although the bedrooms are used for sleeping children during the day. There is a fully enclosed rear garden for outside play with a separate area for the family dog.

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 five children under eight years old, three of whom may be in the early years age range. There are currently six children under eight on roll, four of whom are in the early years age range and all of whom attend on a part-time basis. She also cares for children over eight years old.

The childminder has a diploma in Home-based Childcare and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage has been implemented effectively. All of the welfare requirements are met to ensure children are safe and healthy, with just minor documentation weaknesses, which have no impact on children's care. The learning and development requirements are promoted well to meet children's individual needs, although the observations and assessments are in the early stages. Children are very happy and settled at the childminder's. Inclusive practice is promoted in everything the childminder does.

What steps need to be taken to improve provision further?

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

- develop further the observations and assessments to show children's starting points, progress towards the early learning goals and identified next steps
- develop further some documentation in line with the Early Years Foundation Stage, such as the complaints log and parental consent for seeking emergency medical advice or treatment.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children effectively through her good knowledge of child protection issues. She has attended recent training but also identified another course to further update her knowledge. This shows her commitment to driving

improvement. She has written a clear policy regarding procedures to follow in the event of being concerned about a child and if an allegation is made against her or a family member. These are routinely shared with parents. She has safeguarding information at hand to refer to and has a system in place for recording concerns and children's existing injuries. The childminder has an effective system to record all visitors to the home and routinely checks identification to further safeguard children. She carries out annual, written risk assessments of the home and completes daily visual checks. The childminder has identified and addressed all potential hazards and no weaknesses were observed at inspection. For example, the family dog is kept in separate areas inside the home and within the garden, cupboard locks are fitted to prevent children accessing dangerous substances or sharp objects and safety gates are used effectively. The childminder maintains a record of all risk assessments of outings, which ensures children's safety whilst away from the home.

The childminder's self-evaluation is a true reflection of her practice. She has maintained her good judgement from her last inspection having since implemented the Early Years Foundation Stage. She has attended many workshops and support meetings to keep up-to-date with current information and maintains an action plan to further develop her provision. The childminder has only recently begun to complete observations and assessments on children as she lacked confidence in how to do this. Although the observations are not yet linked to the six areas of learning she is very aware of how these are threaded through every activity and can confidently explain how a child making jelly is developing skills in many areas of learning. She does use stickers to represent each of the six areas of learning on photographs, which is very effective and an instant visual guide to parents. However, she is not sure about the early learning goals and how to identify children's next steps. Regardless of this children are clearly making good progress from the childminder's commitment to play and learning and her excellent support with activities.

The childminder is very organised and most of her documentation is of a high standard. She uses NCMA records effectively and has adapted policies to be personal to her setting, which are regularly updated. She has greatly improved her registration system since the last inspection, when it was raised as a recommendation for further development. Her system is now colour coded and very effective at recording the high numbers of children of different ages who attend. This shows good commitment to ongoing improvement. She has also designed a comprehensive consent sheet for parents to sign, which meets requirements. Although the consent for emergency medical treatment is very basic and does not reflect the quality information in her policies to cover her for this event. Also, she has a complaints log in place but it still refers to the National Standards rather than the welfare requirements. None of these documentation weakness impact on the care of children but do give mixed messages to parents.

The childminder organises her space effectively, with designated rooms for different activities. There is a playroom with table and chairs for meals and craft activities and easy access to all resources, which are attractively displayed. She uses the adjoining kitchen well for activities with children accessing the worktops with the use of a sturdy stool. The lounge is spacious for sleeping children within

their buggies following a walk or the bedrooms are used for sleeping with babies contained within travel cots.

The childminder promotes equality in all she does. Children are welcomed from all family backgrounds and she supports children and families with disabilities really well. Differences are valued and respected with a commitment to developing her own knowledge on specific needs and those of other children attending. She has identified the need to complete sign language training to enable her to communicate more effectively with children and parents and has also implemented communication books to promote effective information sharing. She ensures boys and girls have the same opportunities in all they do and promotes non-discriminative practices with parents, such as explaining why boys and girls should have the same access to toys. She has completed a workshop about supporting boys in their play and is very skilled at engaging boys in play. The childminder has toys and resources which reflect positive images of diversity.

The childminder does not have any children in the early years age range who attend another setting. Therefore she has not yet needed to form links and share information. However, she does take children to the local toddler group and ensure regular contact with other childminders and their children at social get-togethers to promote children's social development. She also drops off and collects from local schools so she has positive links for when children do begin attending other settings. She has planned the use of communication books to aid transition and ensure continuity of care.

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

Children enjoy and achieve through the activities they experience. For example, young children participate in regular basic cookery activities where they weigh out ingredients, pour and mix, developing their physical skills alongside learning about numeracy and extending their vocabulary. They have pride in their achievements, being involved in the making of cakes, waiting for them to cool, decorate and then eat them. They relish the one-to-one time with the childminder and the opportunity to be independent and develop their self-care skills such as washing their hands before and after cooking. Babies needs are met effectively alongside pre-school children with age appropriate toys and activities such as a baby walker to keep them occupied, nearby and involved in conversation. Their learning and development is recorded with photographic evidence and beginning to be assessed through observations.

Children benefit from good hygiene practices. They know the importance of hand-washing before eating and after using the bathroom and use liquid soap and individual towels on their own named peg to prevent the risk of cross infection. They use wet wipes after eating to prevent sticky fingers on the toys and learn from the childminder's positive role modelling with washing her hands after using a tissue. Children have easy access to their drinks as they play and enjoy regular snacks and meals provided by the childminder or their parents. Healthy eating is promoted. Children benefit from daily walks and fresh air.

Children are safe within the home due to on-going discussions about safety as they play and participate in activities. For example, they learn about the dangers of hot water and cookers whilst making jelly and baking cakes. They learn how to use a step to access the kitchen work surfaces safely and that they are only allowed to use the stool when the childminder is next to them. Children are involved in regular fire evacuation drills, which helps them learn about fire safety. Young, new children to the setting clearly feel safe and secure as they sleep and wake up contently, smiling. Older children have an obvious sense of belonging to the setting and form positive relationships with the childminder and their peers.

Children are well behaved and understand the boundaries and rules of the setting. They respond positively to praise and encouragement. Children learn about turn taking and sharing the childminder's time. They develop their independence and make choices in their play, which builds their self-esteem and confidence. These skills alongside their good language opportunities in all they do help develop their skills for the 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	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	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

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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