

Inspection report for early years provision

Unique reference number	142128
Inspection date	28/04/2010
Inspector	Jacqueline Allen

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 1994. She lives in Ilminster, Somerset. The whole of the ground floor is available for childminding as well as the first floor for sleeping. There is an enclosed garden at the back of the house for outdoor play.

The childminder is registered to care for a maximum of six children at any one time, three 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 12 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 satisfactory.

Children are happy and confident as they are valued as individuals by the warm, caring childminder. They enjoy a range of interesting activities, which help to support their learning and development. Information is effectively shared with parents to ensure children's individual needs are known and met. Informal systems are used to share information with other providers delivering the Early Years Foundation Stage. The childminder attends ongoing training and, as her understanding of self-evaluation is still in the early stages, she seeks advice from the local authority to ensure continuous improvement and improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- update the complaints policy to reflect the welfare requirements and include Ofsted's address
- use observations of children's learning and discussions with parents to plan relevant and motivating learning experiences for each child, which provide sufficient challenge to ensure that children achieve their full potential in all areas

The effectiveness of leadership and management of the early years provision

Children's welfare is satisfactorily supported through the childminder's understanding of safeguarding issues and what to do if she has concerns about a child in her care, which was a previous action. She has attended recent safeguarding training and has information available to refer to. Risk assessments have been completed for the house and garden, which clearly show how potential risks have been minimised. Individual risk assessments are also available for each

outing, which clearly show how the childminder will keep children safe when away from the home, which was a previous action. Children's minor accidents are suitably recorded, treated and shared with parents, and the childminder is familiar with the need to gain written parental consent before administering medication to children, which helps keep them safe. Children's attendance is duly recorded and the childminder has obtained prior consent to seek emergency treatment, as required. Although, fire drills have been practised, these are not recorded, to ensure all children have the opportunity to know how to keep themselves safe. The childminder has written a basic complaints policy, however, this lacks important information.

The childminder attends regular training, which includes first aid, attends local meetings and seeks advice from the local authority to improve her practice. She has taken positive steps to improve the environment for children by cleaning her carpets and washing down walls in her lounge as well as repainting her kitchen, in order to eliminate the smell of smoke within the home. She has a sound knowledge of equality and diversity and ensures that all children are able to access resources which are age appropriate. She talks confidently about all children and their individual needs, which make them unique. She has extended the range of resources available to children which reflect diversity and encourages tolerance by valuing differences.

The childminder maintains two-way communication with parents. She shares information with them about her practice and the care provided, as well as gaining information from them about their children's individual needs, essential information and consents. Children's developmental records are shared with parents to keep them informed about their progress and some have recorded their own comments. The childminder communicates verbally with other local providers where children attend to ensure their needs are met.

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

Children are making satisfactory progress in their learning and development, due to the childminder's knowledge and experience of children's development. However, although she makes regular observations on children's achievements, which are noted in their 'personal pathway' books, these are not yet used effectively to plan challenging activities for children to ensure they achieve their best potential.

Children are very comfortable with the childminder and obviously feel secure as they routinely go to her for cuddles and giggle and laugh with delight when tickled. Children self-select from a wide range of interesting resources which hold their attention and sustain their interest. They concentrate well when using cogs and wheels and listen carefully to the childminder's instructions on how to use the remote control car, which encourages their understanding. They confidently explore resources, squeezing squeaky numbers before putting them into the shape sorter competently. Children are effectively supported by the attentive childminder who is quick to offer praise and encouragement, which promotes their self-esteem.

Children's social and physical skills are encouraged through visits to local soft play centres, toddler groups, local parks and activities in the garden. Their communication skills are encouraged and valued which are vital skills for the future.

Children are generally encouraged to eat healthily, as they are offered fruit at snack time. They independently access their own beaker when thirsty and have space to play in a clean environment with daily opportunities to play in the fresh air. They are beginning to learn about keeping themselves safe through everyday discussions and by practising the emergency evacuation routine. Children behave well as the childminder is confident to use a variety of techniques to manage behaviour and provides interesting activities to prevent children becoming bored.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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