

Inspection report for early years provision

Unique reference number	EY355783
Inspection date	10/12/2010
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 was registered in 2007. She lives with her husband and children aged five and two years in Taunton, Somerset. The whole of the ground floor is used for childminding, which has its own cloakroom facilities. The back bedroom is used for sleeping babies during the day. There is a fully enclosed garden for outside play. The family have two cats, which children have supervised access to.

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 four children under eight years of age at any one time, two of whom may be in the early years age range. Of these one may be under one year of age. She currently has five children on roll, two of whom are in the early years age range. The childminder is working towards her level 3 qualification in Early Years. She also runs the local toddler group, which minded children attend with her. The childminder is a member of the National Childminding Association and the Somerset 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 understands and meets children's individual needs relating to their learning and welfare really well. Most aspects of health and safety are promoted effectively. She continually evaluates her practice and makes improvements as she develops her knowledge through training. For example, her planning and observations are currently being reviewed and updated.

What steps need to be taken to improve provision further?

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

- ensure smoke detectors on both levels are in working order (Suitable Premises) 13/12/2010

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

- maintain the risk assessment record as a working document of anything a child may come into contact with
- further develop planning to show how individual needs are taken into account and assessments show children's progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

The childminder effectively safeguards children through her knowledge of child protection issues. She has a clear, written policy on safeguarding, which is shared with parents. She has robust systems in place to monitor and record children's existing injuries and share concerns with parents in order to keep children safe from harm. The childminder carries out regular risk assessments of the home, which identifies and addresses most hazards. However, the smoke detector on the first floor is not in working order, which is a specific legal requirement. The garden risks are not addressed on a daily basis unless children are taken outside to play, therefore potential risks such as collected rain water has not been addressed on the day of inspection. However, children were not at risk as they have not been out to play. All outings are risk assessed although only some of them are in writing, which gives mixed messages to parents.

The childminder promotes equality and diversity in a very positive way. Children with specific needs are well supported due to having undertaken training on how to administer individual medication and support children with specific physiotherapy or occupational therapy. Toys and books reflect positive images of diversity and boys and girls have equal access to all resources. The childminder is very aware of meeting individual needs and closing the achievement gap with children. For example, she works hard to find new ways to engage with children and help them develop in areas identified as their next steps.

The childminder has a wide range of exciting resources for children to explore for themselves as they are displayed in low level storage units within the lounge. These are enhanced with more toys rotated from her children's bedrooms as planned activities. Children's individual needs are very well catered for with toys the childminder knows will interest them in other activities. For example, a child who has a love of cars is engaged with painting through the use of toy cars to make patterns with. When children ask for books they are given an assortment to meet their particular interests.

The childminder has positive partnerships with parents. She respects their wishes and supports their home practices to provide children with continuity of care, such as potty training. Daily diaries are used effectively to share information with parents about their child's daily routine and activities. All the necessary documentation such as consent forms and policies are in place, clear and professional. The childminder has formed positive links with other settings children used to attend to ensure their individual needs are well met. Children's learning and development records have been shared as well as informal discussions to help link between home and the setting

The childminders self-evaluation is a true reflection of her practice. She has maintained the good judgement from her last inspection and addressed appropriately the one recommendation she was set, which was to ensure the daily attendance record was maintained. As well as her own register, she encourages parents to sign their children in and out to maintain a clear record of attendance

times. All aspects of her provision are being reviewed and improved as she becomes more knowledgeable through her training, which shows a commitment to continuous improvement. Planning is simple and effective with a key activity for each area of learning each day. However the evaluation of activities and changes to the planned activities to better meet individual needs is not recorded in a way that can be used as evidence as it is on a wipe-on wipe-off board. This is an area identified by the childminders self evaluation for further improvement.

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

Children are very happy and settled at the childminders. Their individual needs are really well understood through observations of their play and learning.

Assessments are used to help plan for individual children's next steps in their development although new systems are in their early stages and do not yet show how children are progressing towards each of the early learning goals. Children's language is carefully monitored and skilfully developed through the childminders questioning to encourage children to think and use new vocabulary. Children learn about the world around them through meaningful activities such as blackberry picking, linking skills such as counting as they put them in their baskets. Children enjoy an Autumn walk to collect leaves, roll in them and throw them up in the air and watch the wind move them around. Children enjoy building a train track using skills such as problem solving shapes and size and learning other skills for the future such as sharing, turn taking and good communication.

Children are gaining in confidence in all they do due to the constant praise and encouragement they receive. They are learning how to behave appropriately in all they do and take responsibility for their actions. Children learn respect for each other through discussion and different cultures, genders and religions from everyday access to resources such as puzzles, dolls and colouring sheets.

Children learn about good hygiene through established routines such as washing their hands before eating, using individual towels. They learn positive role modelling from the childminder who wears disposable gloves to change nappies to prevent the risk of cross infection and good hygiene within the home. Children benefit from the childminder promoting healthy eating, where sweets and crisps are discouraged. Parents are requested to provide healthy foods in their lunch boxes including fruit for snack time. Children enjoy daily fresh air and walks to and from school. They benefit from regular outings where they can be physical, such as toddler groups and the park.

Children are safe within the setting due to the childminders positive supervision and routines. The childminders minor weaknesses in safety issues have minimum impact on children'- safety due to this strong aspect of her care. For example, sleeping babies are monitored and checked regularly, children observe the childminder checking the garden prior to use and disposing of cat faeces or emptying collected water. Children learn about safety through discussion about the use of safety gates and keeping the front door locked. They participate in regular

fire drills and know they are to be strapped in when sat up high on booster seats in order to be safe. Children learn to use tools such as scissors under safe supervision.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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
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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	3
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