

Inspection report for early years provision

Unique reference number	161057
Inspection date	16/03/2011
Inspector	Jan Moutter

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 2001. She lives with her husband and two children aged seven and 13 in Abbeymeads a district of Swindon, in Wiltshire. Her husband is on her registration as an assistant. The whole ground floor of the childminder's house is used for childminding, together with a first-floor bedroom for sleeping young children. There is a fully enclosed garden for outside play.

The family has a dog, a gerbil and a large fish tank in the lounge and small fish tank upstairs.

The childminder offers care on a daily basis and is available to walk to local schools to take and collect children. When working on her own she is registered to care for a maximum of five children under eight at any one time, of whom no more than three may be on the Early Years Register. When working with her assistant she is registered to care for a maximum of eight children under eight at any one time, of whom no more than three may be on the Early Years Register. She is currently caring for two toddlers on a full and part-time basis. She is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years. She also currently provides before and after school and holiday care for children over eight years of age.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this safe and inclusive setting where they receive close attention and supervision from the childminder. Positive partnerships with parents effectively contribute to effective outcomes overall for children's welfare. Children make appropriate progress towards the early learning goals, although the childminder is not yet confident in applying best practice in line with the Early Years Foundation Stage guidance. The childminder reflects on some aspects of her practice, she has improve the recommendation from the previous inspection and works appropriately with her area support worker to consider further improvements.

What steps need to be taken to improve provision further?

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

- develop a system whereby records are easily accessible and available for inspection by Ofsted
- develop further knowledge of the Early Years Foundation Stage framework in order to be able to match observations to the expectations of the early

learning goals and use these records to assist in monitoring and to evaluate your setting and the activities you plan and provide.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an appropriate understanding of how to safeguard children, such as recognising possible symptoms of abuse and how to report concerns. All adults connected with the childminder's registration have suitable background checks. The childminder supervises children well in this safe, well resourced environment which she risk assesses effectively. Although, the childminder's organisational systems were such that not all her documents were available or ready to hand. She does comply with all the requirements necessary for registration and the safeguarding of children. Brief policy statements are in place for some aspects of the provision and the childminder has started to supply additional information to parents. The childminder has positive relationships with parents who are very pleased with her provision, stating that their children are happy and that they feel well informed through daily diaries and discussions. Initial visits enable parents to become familiar with the setting and to help children settle in. These positive partnerships enable the childminder to respond effectively to children's individual welfare needs and to support them appropriately in their learning. However, the childminder's lack of familiarity with the Early Years Foundation Stage guidance has some limitations in her ability to further extend learning development for individual children. The childminder shows an appropriate understanding of how to work in partnership with other settings and agencies, although this is not applicable for children currently on roll. The childminder benefits from a wealth of experience and has a positive approach to making further improvements. For example, she is intending to improve her paperwork and to attend additional training. Since her previous inspection she has developed two-way communications with parents and using this information, such as providing opportunities for children with English as an additional language. She regularly asks parents if they are happy with her practice and receives very positive comments. However, she is not yet evaluating all areas of her practice and is therefore not identifying some areas of weakness.

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

Young children demonstrate that they feel safe and secure with the childminder. They stay close to her and enjoy her undivided attention. They explore the environment safely, both indoors and in the garden, as the childminder supervises them closely and provides physical support readily for children who are unsteady on their feet. They play happily alongside older children cared for by the childminder, and develop good social skills, such as sitting at a table as a group to have a snack. They begin to learn about respecting people who are different from themselves as resources in the setting positively reflect diversity. Young children have good opportunities for outdoor play, where they explore a sand tray, and ride

on toys, to help develop physical skills. They frequently enjoy outings, for example to local parks and amenities in the area, which enable them to enjoy fresh air and exercise while learning about the world around them. The childminder protects them from the effects of the sun by keeping them in the shade or applying sun cream when appropriate.

They enjoy a healthy diet provided jointly by parents and the childminder, including nutritious snacks, such as raisins, under close supervision. They begin to learn about good hygiene procedures as the childminder wipes their hands and faces after eating. They are able to sleep according to their individual routines and settle quickly when placed in a cot.

Young children are curious and inquisitive. They happily explore a box of toys, such as rattles, household items paint and paste brushes scented shakers and feathers, and the childminder shows them how to press buttons or shake toys to make a sound. They show interest in the fish in the large fish tank in the lounge, and the childminder lifts them up to see more clearly. They have occasional opportunities for creative play, such as hand painting or playing with water. The childminder has a warm and friendly approach with children, and uses encouraging and appropriate interactions to support their play. By giving them problem solving activities the older children discuss, take turns and listen to each other suggestions of what they can do. For example the children can be seen in photographs, how they had to do something with spaghetti and marshmallows other than eat them, 'Nothing is wrong, what every you want to do is fine', the childminder explained and lots of discussion took place. This was to extend children's curiosity and learning, and they built 3D structures and even managed to write their name sticking the spaghetti pieces into the marshmallows. The childminder keeps notes of children's progress in daily diaries and has begun to record in a 'Learning Journey', folder which include photographs and information about activities, meals and sleeps and next steps in learning and development. She is satisfied that children are making appropriate progress, although she lacks confidence in match their starting points to the early learning goals. She has begun to use the practice guidance for the Early Years Foundation Stage to help her track children's progress or to inform future planning, but finds the amount of information and wording at times overwhelming. This limits her ability to identify and record areas where children could be making more progress or where there are gaps in the learning provision. However, she is able to demonstrate through discussion to describe each child's likes and dislikes and what they can do and their next steps in learning and what she thought that she would provide for their play. For example, for one child textures in treasure baskets and another handbags for putting things in things. The childminder gives warm praise and encouragement to the children, which further contributes towards their self-esteem and confidence.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	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	3
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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	2
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	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