

Inspection report for early years provision

Unique reference number	EY274279
Inspection date	06/04/2011
Inspector	Rachael Williams

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 has been registered since December 2003. She regularly works with co-childminders and assistants and may care for children overnight. She lives with her husband and two children in a large bungalow in the village of Stembridge, Somerset. Minded children have access to the whole of the bungalow, including a designated playroom. The spacious front and side gardens are available for outdoor play. The family cares for three dogs, a gerbil, chickens and fish in the pond in the rear garden.

The childminder is registered on the Early Years Register and both parts of the Childcare Register for a maximum of six children under the age of eight years and when working with both co-childminders and/or assistants for a maximum of 16 children under the age of eight years. At present there are 26 children on roll; of whom 18 are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive and caring relationships are established with the children; consequently they are confident and settled within the homely environment. Through impressive relationships with parents and other early years providers children's individual needs are routinely met. On the whole, welfare and safeguarding procedures are promoted well. Children make excellent progress in their learning through effective planning of activities and the physical environment. The childminder is effective in identifying most strengths and weaknesses of the provision to ensure that it is well monitored to enable continuous improvement.

What steps need to be taken to improve provision further?

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

- conduct and maintain a risk assessment which identifies aspects of the environment that need to be checked on a regular basis, which includes details of when and by whom they have been checked (Premises, environment and equipment) (also applies to both parts of the Childcare Register) 29/04/2011
- develop effective systems to record suitability of assistants (Suitable People) (also applies to both parts of the Childcare Register) 29/04/2011

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

- review and update policies and procedures

The effectiveness of leadership and management of the early years provision

Systems to ensure suitability of assistants looking after the children are not robust as there are no clear arrangements to record the unique reference number of Criminal Records Bureau Disclosures and the date on which they were obtained. This is a breach of specific legal requirement. There are clear induction arrangements to ensure that all adults minding or assisting on the premises are clear on policies and procedures which underpin children's safety. On the whole, these are regularly reviewed and updated in line with legislation. The childminder has accessed relevant training to update her knowledge of safeguarding issues to ensure children's well-being if a child protection issue arose. Robust collection arrangements are in place to ensure that authorised collectors are listed and aware of the password system. Children are cared for in a safe and secure environment which is checked on a daily basis by a vigilant childminder. However, a record of the risk assessment, identifying anything with which a child may come into contact with, has not been maintained. This is a breach of specific legal requirement.

There is regular contact with the pre-school to ensure that pertinent information is shared to maintain continuity in children's care, learning and development. There are good links with the school to ensure smooth transition for the older children for instance, they regularly attend events such as, teddy bears picnics for the new starters. Parents receive valuable information regarding the childminding service for instance, through newsletters, website and parent evenings. They are able to contribute their thoughts through questionnaires and contributions to children's assessment records. Parents provide positive testimonials for instance, commenting on the support and understanding given with regard to health conditions. Parents also comment on the 'spacious and stimulating' learning environment.

Children have an excellent sense of belonging. The childminder and her colleagues continuously talk to the children and through this they are becoming skilful communicators. Waking children and those returning from pre-school are all welcomed into the room by children and adults alike. The childminder asks if the children have had a good sleep and if the older children have had an enjoyable morning. Good use is made of the local environment to enhance children's experiences. Children keenly share their experiences for instance, a recent visit to the local farm where they were able to bottle feed the lambs. They explain how they drank it really fast and nearly choked. Outcomes for children are mostly outstanding and this is attributed to the excellent use of resources, including the highly effective deployment of childminders and assistants, to ensure children's individual needs are routinely met. Children are able to explore freely and independently in a safe environment that is conducive to learning. An abundant range of high-quality toys and resources are readily available in the spacious play room which enables children to make decisions about their play.

The childminder has, for the most part, good understanding of the strengths of the provision for instance, her flexibility in meeting children's individual needs, and weaknesses for instance, individual planning for the youngest children. She monitors the setting well with the team of childminders and assistants to ensure it is well organised and that all contribute to identified improvements such as, effective evaluation to improve outcomes for children and forward thinking with regard to the planned activities. The childminder attends relevant training and is proactive in improving her knowledge of the Early Years Foundation Stage framework.

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

Children are confident and settled within the homely environment. Through excellent organisation of the dedicated play room children are able to make decisions about their play. Through the establishment of positive and caring relationships even the youngest children are confident to request resources. For example, a toddler asks for mark- making equipment. She uses crayons and stamps exceptionally well showing good development of hand/eye coordination. The childminder is very good at redirecting children's play especially when they get tired. For example, she encourages a toddler to have a cuddle and to share her favourite book. The child responds well to questions identifying the fruits and their colour. Children show excellent fine motor skills as they explore the tool bench. For instance, a young child thoroughly enjoys turning the screws and using the paintbrush. Older children explore imaginatively as they climb in and out of the large cardboard boxes; one child imagines that they are beds.

A daily diary is used exceptionally well to monitor the provision to ensure a broad and balanced range of experiences, both focused and child initiated. Children's progress is assessed very well as the childminder has good understanding of children's capabilities and their learning priorities. The childminder uses assessment documents and scrapbooks of achievements exceedingly well to plan interesting and challenging experiences therefore, children make excellent progress in their learning in relation to their starting points.

Children become aware of their own safety for example, older children confidently identify how to handle scissors and that it is not safe to walk around with them. Appropriate measures are put in place to ensure younger children's safety as the play room can be divided with a stair gate so they can play happily, while older ones are able to explore their creativity. Children are protected on outings as the childminder visits each venue to risk assess it's suitability for the children in her care. She ensures suitable equipment is taken which meets children's individual needs and it is thoroughly checked for hygiene and safety. The childminder ensures that children are clear on boundaries and have regard for road safety.

Group times are well thought out and, through the excellent provision of appropriate equipment, all children are able to share a sociable lunchtime. One of the youngest children thoroughly enjoys sitting next to a mirror as she eats her

rusk as she is able to affirm her identity, smiling gleefully as she makes interesting faces at the adults relishing the individual attention that she gets. Exemplary hygienic routines have been established to ensure children's well-being. For example, all children are encouraged to wash their hands independently and appropriate equipment has been supplied. Each child dries their hands on a paper towel which they dispose of appropriately. Children are given gentle reminders for instance, 'to cover their coughs' and are praised when they follow actions. Excellent knowledge of children ensures that high regard is given to their sleep routines and that they are routinely checked to ensure their well-being. Robust systems are in place to ensure that medication is administered appropriately by a childminder who has attended an appropriate first aid course.

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	1
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
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Suitability and safety of the premises and equipment) 29/04/2011
- take action as specified in the early years part of the report (Suitability to care for, or be in regular contact, with children) 29/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Suitability and safety of the premises and equipment) 29/04/2011
- take action as specified in the early years part of the report (Suitability of persons to care for, or be in regular contact with, children) 29/04/2011