

Inspection report for early years provision

Unique reference number	EY277912
Inspection date	21/03/2011
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.

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Description of the childminding

The childminder has been registered since January 2004. She lives with her husband and eight children. They live in an end of terrace house on the edge of Ilminster, which is within walking distance of schools and pre-schools. Children have use of the ground floor where toilet and sleeping facilities are provided. There is an enclosed front garden which is accessed via steps. The family care for two dogs and a guinea pig.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years. There are currently 10 children on roll; of whom five are in the early years age group.

The childminder holds a level 3 qualification in early years and is currently training for her early years foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating and welcoming homely environment where children are exceptionally well nurtured. Rich and varied experiences encourage children to make very good progress in their learning. On the whole, children's welfare is promoted well through robust systems with exception to medication procedures. High regard is given to partnership working to ensure consistency in children's care, learning and development. On the whole, the childminder is highly committed to improving outcomes for children through well targeted plans.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health) (also applies to both parts of the Childcare Register) 08/04/2011

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

- consolidate self-evaluation systems to ensure fully embedded into childminding practices.

The effectiveness of leadership and management of the early years provision

Children are cared for by an experienced and well-qualified childminder who is proactive in attending relevant training such as, a foundation degree course to improve her knowledge of early years childcare. Comprehensive risk assessments and visual checks ensure children are cared for in a safe and secure environment. Children become aware of their own safety as they regularly engage in fire drills which are well-documented. The childminder has excellent understanding of child protection issues to ensure children's well-being should an incident occur. A comprehensive policy has been established and the childminder has relevant literature and contact details easily accessible should it be needed. The childminder has good understanding of ensuring that all adults living on the premises are appropriately vetted and monitors this appropriately.

Children explore the homely environment freely and confidently accessing a range of high-quality toys and resources. The childminder encourages all children to make decisions about their play through the use of a choosing board and a photographic library. Very good use is made of the local environment to enhance children's experiences for instance, attending a weekly toddler group to secure friendships. There is good involvement in community events such as, a mediaeval week and the shoebox appeal.

The childminder works closely with parents to ensure that children are very well supported. For example, the childminder ensures consistency with regard to eating habits and dietary requirements. Key words in children's native language are introduced to the children in order to enhance their communication skills. The childminder ensures that relevant festivals are celebrated and that suitable resources reflect diversity. Parents offer positive testimonials regarding the childminder and her practice. Parents comment on how 'competent and proficient' the childminder is and how impressed they are with the thought and effort that goes into the children's profile documents. High priority is given to partnership working and good systems have been established to ensure information is shared with other early years providers and health professionals to ensure continuity in children's care.

The childminder has good understanding of the strengths and weaknesses of the provision and uses this knowledge to effectively identify improvements for instance, developing the outdoor area to provide more sensory opportunities. The childminder has high regard for how improvements can impact on children's development. Parents and children are fully involved in the self-evaluation system for instance, through annual questionnaires where children and parents input their thoughts. Monitoring systems are not yet fully embedded. For example, although an effective policy is in place with regard to the administration of medication this has not been followed as parental consent has not been obtained for all medications. This is a breach of specific legal requirement.

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

Very good use is made of the early year's passport to ensure the childminder has excellent knowledge of children starting point and capabilities. The childminder has established wonderful relationships with the children and they thrive in her excellent knowledge of their routines and interests. For example, through effective discussions with parents she is fully aware of the signs of children needing a sleep and ensures that their 'cuddle blanket' is readily available. Children's behaviour is exemplary. They are very secure on expectations and boundaries. Children are fully engaged in activities therefore there is little opportunity for them to become bored or disinterested.

The childminder provides an exceptional learning environment. For example, a toddler thoroughly enjoys exploring and investigating how things work and is very well supported in their discoveries for instance, an interactive light and sound game. Children listen well to instructions and copy the childminder's movements so that they can observe the consequences of their actions. Treasure baskets are used well to stimulate children's learning. For instance, a toddler enjoys observing his reflection in a silver ball as he rolls and chases it showing good negotiation of pathways as he avoids obstacles. The childminder is very responsive to children's requirements through her excellent observations and constantly provides stimulation for the children as their needs develop. For example, the childminder provides numerous opportunities for a young child to explore their mark-making skills both indoors and out. Communication skills are developing well as the childminder consistently engages children in conversations for instance, offering clear explanations to the consequences of children's actions to ensure their safety. Exemplary planning and assessment arrangements have been established to ensure that children make excellent progress through clear and well-documented observations and identification of learning priorities.

Good hygiene arrangements have been established. For example, as toys and resources are constantly put into children's mouths as they go through the teething stage the childminder is vigilant and ensures that all toys and resources are washed on a daily basis. The childminder has excellent knowledge of children's health and dietary needs through effective dialogue with parents. She ensures that the snacks she provides are healthy and nutritious. Children learn about healthy eating as the childminder escorts them to local shops so that they can purchase their own snack. Children are able to plant, grow and harvest a range of fruit and vegetables to support their understanding of healthy eating. Excellent systems are in place to ensure children are protected from the family pets. These systems encourage children to respect and care for the guinea pig. For instance, one child enjoys picking dandelions on his way home from school so that he can feed him. The childminder ensures good hygiene arrangements as each child is aware of the need to wash their hands after petting the animals. Each child has their own colour-coded towel to ensure cross infection is limited. The childminder works closely with parents to ensure a safe environment. For example, having been informed that a young child is now able to open the washing machine at home she promptly re-evaluates her setting and ensures appropriate locks are installed to

ensure the child's well-being.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
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 (Records to be kept). 08/04/2011

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 (Records to be kept). 08/04/2011