

Inspection report for early years provision

Unique reference number	EY434460
Inspection date	23/01/2012
Inspector	Elaine Douglas

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 registered in 2011. She works in her daughter's home, who is also a registered childminder. Her daughter lives with her husband and two children aged under eight years. They live in a bungalow in South Cadbury, Somerset. The entire property is used for childminding, except for the main bedroom. There is an enclosed garden and a park across the road for outside play. The family has a pet rabbit and chickens in a pen. 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 eight children under eight years at any one time, when working with her co-minder. Of these, no more than six children may be in the early years age range. They are currently minding six children in this age group. The childminder's co-minder also offers care to children aged over five years to 11 years. The childminder holds a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers children a good range of meaningful play experiences, which overall supports them in making good progress in their learning. Most systems enable the childminder to effectively plan for children's development through regular observation. The childminder builds good partnerships with parents and other providers to enable her to meet children's individual needs. Good procedures protect and promote children's welfare. The childminder and her co-minder are establishing generally good evaluation systems. This enables them to identify most actions for continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the use of self-evaluation to identify all areas of the provision where systems can be improved to enhance outcomes for children
- develop the new planning system so each child's learning takes a personal path and ensure parents have regular opportunities to add their contributions

The effectiveness of leadership and management of the early years provision

The childminder safeguards children through good supervision and procedures. She effectively implements her policies for the safe use of the trampoline, going on

outings and administering medication. She has a competent awareness of child protection issues and good documentation to provide further guidance. Good risk assessments and daily checks ensure the indoor and outdoor environments are safe and that appropriate equipment is in place. The childminder and her co-minder deploy themselves effectively to meet children's care needs, while ensuring their safety. For example, one goes out to check the garden for any hazards, while the other remains with the children. Children play in clean, warm premises and remove their shoes indoors to protect their health when playing on the floors.

The childminder and her co-minder work very well together to meet children's individual needs and ensure equal opportunities. They keep each other informed of conversations with parents and any changes to children's routines or care. They use sign language and visual aids so that children of all abilities are included. The childminder and her co-minder organise the premises effectively so that children can initiate their own learning. For example, children select puzzles from low-level containers and sit on the large cushions to read books. In the kitchen, they access creative and writing resources, and in the lounge, they have good space for floor toys. The childminder provides additional resources to extend children's play and learning. For example, she takes one child to find the dolls for the play bus they are playing with. These include culturally diverse people and one in a wheelchair, which promotes children's awareness of diversity. Children use the garden every day where a good range of resources promotes all areas of their development. Children regularly access large play equipment at the park across the road from the premises.

The childminder builds good partnerships with parents and other providers sharing care. Parents comment on the childminder's good support for themselves and their child during the settling-in process. The childminder and co-minder have recently extended the system for observing children's development to provide feedback that is more regular for parents. She has sent a newsletter to them to explain this new process. Parents have access to a good range of written policies and procedures, which ensures they receive consistent information. The childminder uses communication books to share information with parents, and visits to the local pre-school ensure consistent care and learning.

The childminder and co-minder attend regular meetings and seek advice from the local authority in order to discuss and improve their practice. They evaluate all activities to monitor where to make improvements and identify personal development, to benefit the children. Through self-evaluation, they have improved parents' input in their children's development files. They have set an action to increase resources that provide positive images of people's differences. However, they have not evaluated the whole provision to identify where they can improve all systems and procedures.

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

Children are happy and settled. They build good relationships and enjoy being together. Snack and mealtimes are a social occasion, where children talk about their home life. Children gain a sense of belonging as they find their individual placemats. They choose to drink milk or water and help to pour their own drinks. Through a picture menu, children name a wide range of fruit and vegetables. The childminder extends their knowledge by naming the more unusual varieties. Children engage in a good range of activities to promote their awareness of the wider world. They enjoy making masks and lanterns, and eating noodles to celebrate Chinese New Year. One child eagerly uses sign language to ask for help, which minimises their frustration through the childminder understanding them. Consequently, all children are well behaved.

The childminder has introduced a new planning system to ensure children have good opportunities to progress towards all the early learning goals. Currently, this does not always link to children's individual learning path or include parent's contributions. However, the childminder has a good awareness of children's individual interests and stages of development, in most areas. For example, she uses one child's interest in tractors to promote their creativity.

Children are inquisitive and become independent learners through good access to resources. For example, one child selects a book and turns the pages from left to right. One child shows an interest in a toy, pushing buttons to find out what will happen. Their enthusiasm to learn promotes their future skills. Children develop a good range of skills as they take part in adult-led activities. For example, while making masks they join resources together using a range of equipment such as string, tape and glue. They cut out a desired shape and gain a good awareness of diversity.

The childminder provides generally good interaction, asking questions such as "will that fit in there?" The children then learn about space, shape and size, through their play. She provides just enough support to move their learning on while encouraging them to do as much as they can for themselves. For example, she holds the paper still while a young child practices their cutting skills. Children have good opportunities to develop their early writing skills. For example, they use chalks in the garden, and pens and paper in the kitchen.

Children develop a good awareness of safe and healthy practices through their daily routines. For example, they put the tissue in the bin and wash their hands after wiping their nose. The childminder protects babies through good nappy changing procedures and individual bedding. Children enjoy a good range of snacks such as fruits, toast and crumpets. They grow vegetables to extend their awareness of healthy eating and to gain a good understanding of where they come from. Children dress appropriately for the weather and enjoy being active outdoors. They develop a good awareness of the benefits of fresh air and exercise. Children are involved in thinking about risk assessments for walks and outings.

They gain a good awareness about road safety and stranger danger.

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	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	2
The extent to which children feel safe	2
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