

Inspection report for early years provision

Unique reference number	EY442257
Inspection date	15/08/2012
Inspector	Michelle Tuck

Type of setting	Childminder
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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 2012. She lives with her husband and two children aged six years and nearly two. The family live in Yeovil, Somerset. All of the ground floor is used for childminding. This includes a lounge, and kitchen/diner. There is a front and rear garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time. She currently has two children in the early years age range on roll. This provision is registered by Ofsted on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and make good progress in the care of the childminder. She has a good understanding of how children learn, maintaining clear records of their achievements and tracking individual progress. Through effective relationships built with parents, the childminder is able to identify and meet the individual needs of each child. The childminder supports children's health and safety successfully overall. The childminder evaluates her provision well and clearly identifies and acts on areas to develop, demonstrating a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- monitor the effectiveness of evacuation drills by, for example, recording details of any problems encountered and how they were resolved in a fire log book
- strengthen children's understanding of good hygiene procedures by consistently promoting hand washing.

The effectiveness of leadership and management of the early years provision

The childminder promotes children's safety well as she has a secure understanding of how to implement safeguarding procedures. She has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Children remain well supervised at all times and positive steps are taken so that safety is maintained when in the home and on outings. Although the childminder practises regular fire drills with the children, she does not maintain a log to evaluate the effectiveness of the procedure.

Parents are appreciative of the regular and detailed feedback about their children's care, learning and development. The childminder keeps daily contact with parents through discussion, diaries for the babies and records of children's learning. Parents write letters expressing their great satisfaction and confidence in the care their children enjoy. No children currently attend other early years settings. The childminder has appropriate systems to follow should the need arise, to promote continuity in children's care and learning.

The childminder places great emphasis on the importance of inclusion and promoting the uniqueness of each child. She knows the children in her care very well and provides well for their individual needs and interests. Children are encouraged to make independent choices in their play, with access to a, overall, good selection of resources. This includes some play provision that raises children's awareness of difference and diversity in the world in which they live.

The childminder has made an effective evaluation of her practice since registration and readily identifies areas for future development. She is thoughtful, reflective and committed to ongoing professional development. The childminder demonstrates good capacity for continuous improvement.

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

Children are happy, settled and secure and have increasingly high levels of self-esteem. They are confident in the small group and form a strong bond with the childminder as she understands and respects their individual needs. Children play well together and are learning to share and take turns due to the consistent expectations of the childminder. Children receive lots of praise and encouragement as they play, particularly when they are kind and caring towards each other, further encouraging them to make a positive contribution and promoting good behaviour.

Children develop a strong sense of belonging. Extremely warm relationships are observed between the children and the childminder; as a result, children feel safe and have a strong sense of security. Children are supported in engaging in a wide range of activities, which are based on the childminder's good understanding of children's preferences and stage of development. Written observations made while the children are with the childminder are linked to the relevant area of learning to identify children's progress. This in turn is used to help the childminder plan future activities which will both challenge and support each child in taking the next step.

Children are provided with resources that encourage them to play imaginatively. The role play resources encourage them to act out their experiences at home, helping them to make sense of the world around them. For example, children use the pretend kettle to make a cup of tea and put the bread in the pretend toaster. They push dolls in the buggy and take them for a walk around the lounge. Craft materials such as paint, crayons, pens and glue are available to encourage children's creativity. Babies have good opportunities to use their senses to explore,

for example, they play with the 'jelly bath' squeezing it between their fingers. They learn which buttons to press to make the music play and the lights flash. The childminder gets fully involved in children's play, extending children's learning through her involvement. The childminder interacts constantly with the children, repeating words back to them to extend and develop their vocabulary. She bangs two plastic cups together then watches when a baby copies, giving him lots of praise. This means that children are developing good skills for the future. Children are developing a good understanding of shape, size and position when completing puzzles with support.

Children are supported well in learning about keeping safe through learning about road safety on walks and not talking to people they do not know. Children's health is promoted well within a clean and hygienic environment. Although on the day of the inspection, children were not encouraged to wash their hands before they ate their snack. Their healthy lifestyles are supported through healthy options at lunch and snack times. They also benefit from physical play activities every day both at home and within the local community. This promotes their emerging mobility, physical development and fitness.

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	3
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