

Inspection report for early years provision

Unique reference number	161561
Inspection date	04/11/2010
Inspector	Doreen Forsyth

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 two school-aged children in a semi-detached home in Ludgershall, Wiltshire. The whole of the home can be used for childminding, there is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under the age of eight, of these three may be in the early years age group at any one time. When working with an assistant, they may care for up to nine children, of these six may be in the early years age range. There are currently 12 children on roll, six of these are in the early years age range.

The childminder takes children to local schools and pre-schools. The childminder is a member of the National Childminding Association. The family has two pet dogs, a cat, a hedgehog and some fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This very experienced childminder provides children with a stimulating learning environment that is aimed at helping all children progress; and she works closely with parents and other early years providers to meet children's individual needs. The childminder understands that each child is unique with individual needs. She has made good progress since her last inspection, having most procedures in place. The childminder has appropriate processes in place for self-evaluation; she is able to identify some areas of strength in her practice as well as some targets for future improvement.

What steps need to be taken to improve provision further?

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

- ensure that when children are sleeping or resting that they are checked at regular intervals
- review the risk assessment procedures to ensure all hazards to children are identified and minimised.

The effectiveness of leadership and management of the early years provision

The very efficient and effective childminder maintains very well all the records, policies and procedures that are necessary for the implementation of the Early Years Foundation Stage, and to promote the children's welfare. These policies and

procedures are stored on her computer and printed off and given to parents as required. Parents can also access her web page. The childminder has comprehensive safeguarding children procedures in place and is very confident in the procedures she would follow if any child protection issues arise. She has undertaken appropriate vetting procedures and she ensures her assistants are suitably vetted and that any unvetted adults are not allowed unsupervised access to the children.

The children play in a very welcoming and child-centred environment; the childminder has opened up the ground floor of her home to provide a well organised play space. The home and garden are kept safe and secure. The childminder has carried out and recorded regular risk assessments to promote children's safety but these must be reviewed as she has missed one or two potential hazards in the home. There is a wide range of age-appropriate resources and toys available to the children; these are stored within the children's reach so that they can easily select their toys and independently choose what they wish to play with.

The childminder welcomes and values all children she works in partnership with parents to ensure that she meets the children's individual welfare needs. Some of the children attend local pre-school and reception class. The childminder links with these other providers to ensure continuity and integration of care and education. The childminder seeks feedback from parents and children on the quality of the provision that is provided and she has a range of systems in place to help her to evaluate and monitor how she can continually promote good outcomes for children.

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

The children appear very happy and settled in the care of the childminder and her assistant. They enjoy exploring the toys and activities available to them. The childminder plans a wide range of interesting and relevant activities that promote the children's learning and development in all areas. The childminder regularly takes children out and about; they attend toddler and childminding groups. Most of the activities that are offered are linked to themes and topics which have recently included Halloween and fireworks. She also uses the observations she makes on the children's progress to plan activities that help children to move forward in their learning. Attending toddler groups and taking part in local activities such as visiting the library, helps the children to learn about their community and provides them with opportunities to interact with other adults and children. This promotes their social and personal skills. The childminder is keeping excellent records of the children's activities and achievements; these are shared with parents and the childminder uses them to ensure all the areas of learning are promoted. She identifies, using the assessment records, how she can help move the children forward in their learning, a planned 'next step'

The children's good health and wellbeing are promoted. The childminder's home is

of a suitable standard of hygiene and she ensures the children learn good hygiene routines such as washing their hands before eating. Each child has its own individual towel to use when hand washing. The childminder offers the children varied and nutritious snacks and meals, when they bring lunchboxes they are suitably stored. If the children have any special dietary requirements or allergies these are noted and observed as necessary. The children have regular access to drinks. The childminder ensures that the babies follow their own routines and sleep patterns; they usually sleep in a travel cot upstairs. The childminder uses a monitor to listen to the children when they are resting but she does not check sleeping babies regularly enough to ensure their complete safety.

Most days the children play outside in the fresh air; they use the back garden where there are lots of pushalongs and wheeled toys and a large netted trampoline for older children. They often visit the local play parks and use the climbing resources there. When they are out and about with the childminder they begin to discuss road safety and they understand they must use the correct seats and restraints when they are in her car. The childminder helps the children to begin to learn about keeping themselves safe. For example, when they go on outings they wear the childminder's t shirts with her logo on so that they are easily recognisable. They learn to tidy away the toys after playing with them so that they don't fall over them.

The childminder uses age-appropriate methods to help children to learn to behave well, such as distracting the babies and toddlers, and written house rules for older children. The children are learning about diversity and the wider world through their activities such as celebrating special events such as Christmas and Chinese New Year and through some of the resources that they play with. The childminder encourages the children's language development and their social skills, these are some of the skills they will need in their future learning.

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

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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	3
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