

Inspection report for early years provision

Unique reference number	EY376114
Inspection date	18/11/2008
Inspector	Carol Readman

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children in a house in Overton. The whole house is registered for childminding with play taking place downstairs. There are additional toilet facilities downstairs, no specific access problems and an enclosed garden for outdoor play. The family have a cat.

The childminder may care for a maximum of four children at any one time. She currently cares for three children in the early years age group on a part time basis. The childminder is able to take children to local schools and pre-schools.

Overall effectiveness of the early years provision

Children flourish in a safe, welcoming and stimulating environment where the childminder ensures that children feel secure and valued as unique individuals. The childminder develops good partnerships with parents that contribute effectively to her knowledge and understanding of children's individual needs. Continuous observation and assessment of children's progress helps the childminder to maximise children's learning, resulting in them making excellent progress. The childminder is especially effective at ensuring that all the children are fully included. Although the childminder has yet to complete a formal self-assessment she recognises the strengths and weaknesses of her provision and demonstrates a clear commitment to improvement.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record details in a fire log book
- develop further a robust self-evaluation system.

The leadership and management of the early years provision

Effective policies and procedures underpin the management of this well-organised setting. The childminder shares these with parents as part of forming an effective working partnership. Parents take the time to write to the childminder to express their gratitude and the confidence they have in the service she provides. The childminder ensures that children's records are up to date and stored confidentially. The childminder regularly reviews her risk assessment to ensure that children are always safe, both in the home and on outings. The childminder has put in place appropriate measures to ensure that she safeguards children's welfare and well-being.

The childminder aims to offer high quality childcare. She approaches childcare with

enthusiasm that results in the planning of highly enjoyable activities and experiences that are very successful at helping children achieve. Warm praise and encouragement means that children blossom in the childminder's care. She is proactive in attending courses, seeing this as a high priority to ensure that she extends her knowledge to benefit the children at the setting. The childminder successfully identifies areas for future improvement, she intends to improve resources for older children and increase her stock of dressing up clothes.

Children receive excellent support along their learning journey towards the early learning goals. Individual learning plans ensure that all the children's needs are identified and all included in the fun and stimulating environment created by the childminder. This results in maximising children's potential and developing keen and active learners. The childminder involves parents in their child's learning and development by discussing next steps in their learning and both working together to support the child's achievements. The childminder uses her assistant well to provide additional support so that all can join in activities.

The quality and standards of the early years provision

The adults at the setting support children's learning especially well. The childminder plans activities, such as visiting a farm, that she knows will interest the children. Developing knowledge and understanding of the world is a particular strength of the setting. Children learn about the natural world around them as they pick carrots from the garden or remove seeds from pumpkins. They learn about harvest when they visit a farm and develop an understanding of how man uses machines to help him. They learn to develop computer skills both at the setting and on a visit to a local discovery centre.

Children enjoy a day where there is an ideal balance between adult and child led activities. The childminder uses children's interests to develop activities and experiences that will enhance their learning. For example, when children see a spider in its web in the garden the childminder develops this into a rich learning experience. Children count the spider's legs, talk about spider habitats and draw spiders. From her observations, the childminder then plans the next steps in all areas of learning for the children.

The exceptionally high quality of planning and recording activities means that each child receives a very enjoyable and challenging experience across all areas of learning. The childminder adapts her plans to ensure that all children can play a full part in the setting, offering alternative activities to those not wishing to take part in a planned activity. The childminder makes very good use of observations and assessment to ensure that children achieve as much as they can. As a result, they make excellent progress towards the early learning goals. The childminder seeks advice from parents and other agencies to ensure that all children are fully included in the setting. She involves all in following customs and traditions that are important to children from different cultures, such as 'All Saints' Day' and the day of St. Nicholas. Children learn about other cultures and languages. This helps them develop an understanding of the wider world and learn to value diversity.

Children learn about keeping themselves safe and good hygiene procedures promote the welfare of children. The childminder seeks professional help from the fire safety officer to develop an evacuation plan. However, she has not yet practised an emergency evacuation procedure. Regular checks ensure that toys and equipment are in a safe and clean condition. Children at the setting are happy and content. They behave very well due to the positive behaviour strategies of praise and encouragement they receive from the childminder. Children enjoy each other's company and work well with the adults at the setting, settling down to share books with the assistant or helping younger children access their toys. This is a setting where every child matters.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.