

Inspection report for early years provision

Unique reference number	223455
Inspection date	11/03/2009
Inspector	Janette Elizabeth Owen
Type of setting	Childminder

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 1992. She lives with her husband, one adult child and 14 year old child close to the centre of the city of Hereford. Minded children have access to the ground and first floor only, with toilet and sleeping facilities on the first floor. There is a fully enclosed rear garden, children are also taken on walks. The family have a dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder demonstrates a good understanding of the needs of individual children based on observations and information provided by parents. A good partnership with parents and carers enables the childminder to support children effectively although links with practitioners from other settings children attend are not fully developed. Children are making good progress in their learning and development. Arrangements to promote children's welfare are implemented generally well in a caring, homely and secure environment. The childminder's practice is inclusive and she has experience of caring for children who have learning difficulties and/or disabilities enabling her to provide good support when required.

The childminder has a good understanding of the strengths of the provision but few clear targets for improvements.

What steps need to be taken to improve provision further?

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

- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends
- develop further arrangements to ensure risk assessments are reviewed regularly
- develop a culture of reflective practice, self-evaluation to identify the settings strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The childminder is well qualified, holding a National Vocational Qualification at Level 3 in Early Years Childcare and Education and has many years childcare experience. The quality of care children receive is enhanced because the childminder continues to update her knowledge through attending training. The childminder has sufficient knowledge and experience to provide care for a child with learning difficulties and/or disabilities or those who speak English as an additional language. The childminder manages her work effectively while being flexible in accommodating parents' needs. Documents required to ensure the safety and welfare of the children are generally well maintained. Some written policies are also made available to parents.

There is a good partnership with parents and an effective means of sharing information is in place. The childminder uses children's daily diaries to share information with parents on children's individual routines and has also included information on children's development. She is reviewing the methods used to share developmental information with parents and has begun to use a photographic record of children's achievements with links to the areas of learning. This provides parents with more detailed information on their children's developmental progress towards the early learning goals. The childminder has yet to develop arrangements to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends. This impacts on the continuity of learning and care the children receive.

The childminder informally plans activities which are used to promote children's development and learning. The childminder bases activities on children's interests and spontaneous events. She has a good understanding of how to support children's learning and development through play-based activities. Areas for further development are identified through observations enabling the childminder to extend activities to meet any specific need. For example, she is promoting the speech and language development of a toddler by talking to the child, reading stories and modelling language to help the child increase its use of vocabulary.

Children are cared for in a safe, secure family home where their welfare is promoted very well. Children's safety is protected because the childminder is vigilant about safety. She checks the premises and areas used by children and takes steps to address any potential hazards found but has not fully implemented arrangements to ensure risk assessments are reviewed regularly particularly in relation to outings. The childminder has a good understanding of safeguarding procedures and is able to protect children from harm because she follows the Local Safeguarding Children Board procedures.

The childminder has carried out a self-evaluation of the provision, she has identified the strengths but has not clearly identified how she intends to further improve outcomes for children across all aspects of the provision. Arrangements for sharing information with parents have been improved following recommendations made at the last inspection.

The quality and standards of the early years provision

The childminder follows good procedures to ensure the welfare of children is protected. Daily routines and activities are used well to help children learn about being healthy and staying safe. Children learn about healthy eating because the childminder talks to them about the healthy food they eat. They learn to manage their own personal hygiene when able to do so, they are becoming increasingly independent. Children develop an understanding of dangers and how to stay safe. They are encouraged to learn about road safety when out walking and to understand house rules and safety, the childminder explains what is acceptable and safe to do. The children are well-behaved and polite. They are developing positive relationships with the childminder and other children and are well-settled and happy.

The childminder provides for children's learning and development by obtaining information from parents on their starting points, interests and any specific needs. She used this information to provide activities and learning opportunities which are sufficiently challenging to enable children to make progress. Children have access to play and learning both indoors and outside and use a varied range of stimulating resources which are used effectively to enable children of all ages and abilities to participate and enjoy their time with the childminder.

Children's independence and ability to make choices and decisions is promoted well. Children choose what they want to do and adapt games and activities to meet their own needs and ideas. For example, a physical game with a ball and play tunnel was extended to provide more challenge. The child suggested trying to throw the ball into the upturned tunnel adding containers to see if it was possible to balance the ball on the containers. The childminder made sure the activity was safe and encouraged the child to find out if it was possible, giving lots of praise and encouragement. They are developing good habits as active, inquisitive and independent learners

Children make good progress across all areas of learning with emphasis on their communication and language development and their personal, emotional and social development. Good use is made of outings and visits to provide children with opportunities to find out about the world they live in and to socialise with other children such as at toddler groups. The childminder makes good use of all activities to extend children's understanding using open questioning and providing opportunities for children to think and share their own ideas.

Cookery, activities such as making 'Scooby Snacks' and 'Spider Man' cakes enable children to learn about numeracy as they count out and measure ingredients. They learn about change as cake mixture cooks and develop competence in using tools and equipment. Younger children learn about space, shape and measurement through using activities such as blocks and stacking cubes, finding out what fits and comparing size. The childminder introduces the name of colours, developing child's vocabulary and learning further. Children enjoy stories and the close contact with childminder as they snuggle in on the sofa for a story before lunch, settling

down ready for their meal. This promotes their self-assurance and sense of security they are forming a secure attachment to the childminder who cares for the children well, meeting their individual needs.

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?	2
The capacity of the provision to maintain continuous improvement.	3

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?	3
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?	2
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?	3
How well are children helped to enjoy and achieve?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 the last inspection.

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.