

Inspection report for early years provision

Unique reference number	EY297576
Inspection date	23/10/2008
Inspector	Linda Tomkins
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 2004. She lives with her husband and two children aged two and five years in South Staffordshire. Areas on the ground floor of the childminder's house used for childminding are: hall, kitchen, living room, utility room and toilet. There is a fully enclosed garden for outside play. Access to the property is good and on ground floor level.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children in the early years age range on a part-time basis and four children aged five to eight years, part-time, before and after school and some school holidays. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder is in contact with local childminders and walks to the local school to take and collect children. She attends local pre-school groups.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage. She works closely with parents and is developing links with other providers to ensure all children's specific needs are met. Children are settled, relaxed and respected as individuals by the childminder and her family. The provision is organised to enable inclusion in all activities for all children. The childminder is extending her understanding of the Early Years Foundation Stage and generally meets all of the specific legal welfare requirements.

What steps need to be taken to improve provision further?

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

- ensure plans include the six areas of learning and the next steps for children
- increase awareness of the Local Safeguarding Children Board's policies and procedures and obtain details of how to report concerns
- ensure the risk assessments include all outside activities.

The leadership and management of the early years provision

Children's care, safety and welfare are actively promoted because the childminder continues to update and extend her skills. She is experienced and holds a Level 3 qualification and attends training on The Early Years Foundation Stage.

Records, policies and procedures that support the childminder to promote positive outcomes for children are well maintained. Parents regularly provide updated, detailed information on their children's needs to enable the childminder to provide care and learning that is tailored to each individual child. However, planning lacks

detail on the six areas of learning. The individual development records on the children are evolving and freely available to parents. However, they do not show the next steps for children's learning. Aspects of care and progress towards the early learning goals on children are shared verbally with parents together with information about activities children are engaged in each day. This contributes to parents becoming involved in their children's learning at home.

Children's welfare is nurtured within the home. The childminder protects children from harm or neglect as she has an awareness of the signs and symptoms of abuse. But she does not have a clear understanding of the Local Safeguarding Children Board's contact details, policies and procedures. Adults within the provision have undergone effective vetting procedures which ensure they are suitable to have regular contact children. Safety and fire detection equipment is fitted to both levels of the home. However, risk assessment records on outings and the daily walks to schools are not yet in place to ensure the children are always safe, although safety equipment such as wrist straps is used.

The childminder has developed systems to monitor and evaluate the provision. For example, she has compiled an extensive self-evaluation form on her service which states procedures are under development and there are plans to ensure information is shared with other providers. This is used to monitor continuous improvement. Parents are encouraged to be actively involved in their children's care as they are provided examples and photographs of their children's work.

The quality and standards of the early years provision

The childminder promotes children's welfare, learning and development. Children are helped to learn how to keep themselves healthy because they have frequent opportunities for both physical and outdoor play activities. They routinely follow the good hygiene practices such as washing their hands before food and enjoying their nutritious healthy snacks and meals. Children learn to keep themselves safe as they are taught road safety on daily walks and are helped to use equipment safely. Play spaces are well planned and arranged to enable children to choose and participate in a range of activities that meet their play and development needs.

Children's self-esteem and well-being is fostered as the childminder sees the children as individuals. She adapts her activities for learning and care to take account of children's starting points and likes and dislikes as discussed with their parents. Children are able to independently access a versatile range of toys and equipment to help them make good progress in their personal, social and communication development as they learn to share and play companionably together. Early numeric skills improve as they practise doing numbered shapes in their jigsaws and count the rabbits in their books. Children listen attentively and enjoy interacting to stories such as 'Bear loves water' which supports them to develop their early reading skills.

Children are developing an understanding of the wider world when playing with their 'play-bus' and figures representing minority groups. They discover the natural world both inside and outside the home on frequent walks and growing plants in the

garden. Children visit local pre-school groups to interact with other children and develop their social skills. The childminder makes observations and assessments to show progress in the children's learning and progress. The childminder regularly praises and congratulates the children on their progress and achievements to develop their confidence and self-esteem. Older children react positively to the childminder's high expectations for good behaviour and help to plan and arrange their own activities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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 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.