

Inspection report for early years provision

Unique reference number	210207
Inspection date	17/09/2008
Inspector	Valerie Thomas
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 1984. She lives in Porthill, a residential area in Staffordshire. The whole of the ground floor is used for childminding and access is via the driveway which is suitable for everyone. Children have access to an enclosed outdoor play area. The setting operates each weekday from 08.00 to 17.30 all year round.

The childminder is registered to care for three children in the early years age group. The childminder is also registered on the Childcare register to provide care for three children in the later years age group. She is currently caring for two children in the early years age group.

Overall effectiveness of the early years provision

Each child's individual development is supported well through all experiences in the setting. The childminder works closely with parents to help settle new children and ensure their ongoing welfare is promoted effectively. The home is effectively organised and provides a stimulating and welcoming environment for all children with good space both indoors and outdoors. The childminder implements good methods to evaluate the provision and shows a strong commitment to improving her practices. Consequently, children are happy and making good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- develop the risk assessment so that it covers anything to which a child may come into contact with
- consider how information will be shared with other settings delivering the Early Years Foundation Stage for children that attend
- improve the resources and experiences for children to learn about diversity.

The leadership and management of the early years provision

The effective maintenance of records, policies and procedures implemented ensures positive outcomes for all children. Improvements to medication records and the implementation of written agreements with parents ensure they are fully informed of the care and learning provided. Parents provide detailed information on their child's individual routine and current stage of development which enables the childminder to meet all children's needs successfully. A daily journal is used to record information on the child's day and this is actively shared with parents. In addition, each child has a folder with their art work and observations take place along with daily discussions with parents to identify individual learning and

development targets. However, there is no system to develop links with other settings providing for children in the Early Years Foundation Stage.

Children's welfare is promoted well within the home. The childminder has developed her knowledge of the Local Safeguarding Children Board's procedures since the last inspection and has a detailed policy including relevant contact details. This helps to protect children from harm and neglect. All areas within the home are safe and all equipment and toys are suitable and safe for all children to use. There is a general risk assessment in place, however, it lacks specific detail in relation to all areas and equipment that a child can access to ensure the ongoing safety of children.

The childminder is proactive in evaluating the care and learning she provides. The detailed self-evaluation form completed prior to inspection and discussing and comparing practices with other childminders ensures that all children's welfare and learning is promoted effectively. For example, additional resources are provided such as dressing up clothes and making toys more accessible ensure activities are suitable for all ages of children. A few books are available to help raise children's awareness of diversity, however, the childminder is aware that not enough is done to fully promote children's learning in this area.

The quality and standards of the early years provision

High priority is given to developing children's awareness of keeping themselves safe and healthy. The childminder makes books with the children to explore what they would do if they got lost in a shop and children cut pictures out of what foods are healthy. Parents are encouraged to send healthy lunch boxes for their children and healthy snacks such as fruit and vegetables are provided by the childminder. Children have daily opportunities to play outside in the large garden and regularly visit the local park. Good support is given to younger children to develop their physical skills and try new experiences such as encouraging them to crawl through tunnels.

Play spaces are organised effectively with low storage boxes and units. This enables all children to make their own decisions about their play and develops their independence well. Observations of children's play help the childminder to plan for the next steps in their learning and development. For example, the childminder plans to offer more opportunities for younger children to socialise with others. Children's individual interests are built on as the childminder provides good opportunities for them to develop their skills in making marks with paints and crayons. Praise is used very well during children's play and as a result they are confident and develop good levels of self-esteem. They happily make the dinner and enjoy pressing the buttons on the toy cooker which develops their early understanding of technology. Clear methods for behaviour management and group activities such as digging in the garden together, help children develop their social skills.

The childminder is caring and engages in children's play extending their learning well as they develop their imagination playing with the home corner equipment. The

continual use of language by the childminder encourages younger children's communication skills effectively as they try to imitate words and answer questions. The encouragement of early number skills as children put two animals in the farm and the posters displayed help to ensure they are developing skills for their future well-being. Samples of children's pictures show that they are able to distinguish between different shapes and their understanding of colour is extended as they mix different paints together.

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.	Good

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?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
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?	Satisfactory
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.