

Inspection report for early years provision

Unique reference number	EY297348
Inspection date	04/11/2008
Inspector	Sarah Jane Rhodes
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 and lives in Newcastle-Under-Lyme, Staffordshire. She is registered to care for three children on the Early Years Register. The childminder is also registered on the compulsory part of the Childcare register to provide care for children in the later years age group and on the voluntary part of the Childcare Register for children over eight years. She is sometimes helped by an assistant. Currently the childminder is caring for two children within the Early Years Foundation Stage and one child in the later years age range. The whole of the ground floor which includes a toilet is used for childminding. Access to the home is via a driveway with one step at the main entrance. Children have access to an outdoor play area. The setting operates each weekday throughout the year. The childminder has a gerbil and goldfish. She is a member of a large local childminding group and has links with a local maintained nursery.

Overall effectiveness of the early years provision

The professional and well organised way the childminder organises her work ensures children experience meaningful safe care and education. Children's individuality is recognised and used as a starting point in organising effective and inclusive learning through play and a system to use observations more fully in the planning is being developed. The childminder is clearly motivated to provide nutritious diets for the children and strong links with the local community broaden children experiences outside of the home. Self-evaluation is in the very early stages of being a tool for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation as part of an internal review to inform planning of future improvements
- continue to develop the systems of observational assessment to support provision of experiences which help children progress towards all the Early Learning Goals

The leadership and management of the early years provision

Children's overall needs are promoted well by the childminder. She is part of an active childminding support group. This group allows her to develop a strong professional identity, exchange ideas on best practice, develop clear policies and obtain practical support. This has lead to better outcomes for children as she has developed her skills in making learning interesting in an inclusive environment. Updated knowledge on the Early Years Foundation Stage and the conscientious approach of the childminder has ensured that not only all required policies and

records are in place, but also many additional policies have been written which help with the safe and smooth management of the setting. These policies along with copious verbal exchanges and daily diaries provide a strong basis for partnership with parents. Parents wishes are acknowledged and the childminder discusses areas where the setting has different expectations, for example, with regards to equal opportunities and inclusion of all children in all age appropriate activities. Parents are informed about their children's progress through the sharing of daily diaries and their evaluation about the settings provision has been sought as part of the preparation for inspection.

A system of self-evaluation is being developed and the childminder has started to complete the Ofsted self-evaluation form to identify areas of strength and areas for improvement for some parts of the provision. However, this is not yet completed or fully embedded as a vehicle for driving future improvement. The childminder has addressed the recommendations made at the last inspection, including undertaking emergency evacuations, sharing policies with parents and ensuring Criminal Records Bureau clearances are sought for her assistant.

The childminder has a clear knowledge of child protection procedures and what would cause her concern along with her ultimate child protection role, in line with the latest government guidelines ensuring children are protected from harm or neglect.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. The provision of good hygiene practices and healthy diets is a clear strength with a broad range of nutritious snacks and meals. The environment is safe and written risk assessments both for the home and a range of outings are in place. Emergency evacuations are undertaken with children regularly. Behaviour of children is good, with clear boundaries and appropriate behaviour management strategies implemented by the childminder. Children are respectful and cooperative, including others in their games. They are making good progress in developing skills for the future and the move to school when the time comes.

The children benefit from the enthusiasm of the childminder who strives to provide a stimulating environment tailored to each child's individual needs. Children have warm relationships with each other and the childminder and small numbers mean plenty of attention is provided. Her individual knowledge of the children means she has a clear understanding of each child's strengths, their character and learning style. She has started to record her observations and continues to forward plan activities for children. A fully robust system that will identify the next steps in children's learning and easily inform future planning to encourage development in all aspects of the six areas of learning is not yet in place. Praise is used constantly and the atmosphere is supportive, happy and constructive.

Children are busy and concentrate for good periods, the childminder is also skilful in changing the activities to keep children well occupied. A rich verbal environment encourages not only children's communication skills but also an enjoyment of books.

Children recount stories and remember plot lines, they have a good knowledge of letter names and are starting to recognise phonic sounds. Concepts of shape, colour and size are introduced through every day play and young children confidently count skittles and name colours as part of a bowling game, allowing them to learn in a less structured and relaxed way. Strong links with the community through the childminder toddler group extend children's knowledge of the wider world and these sessions are also used to cover many other aspects of learning. This group along with visits to the park extends children's access to larger equipment to encourage climbing and balancing. Children learn about different parts of the world and different religions through celebrating a range of festivals and using the resources the childminder sources from the toy library. Music and craft work are also used as channels for other areas of learning. Number rhymes reinforce learning of number sequences and drawing and role play encourages mark-making.

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?	Satisfactory
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?	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
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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.