

Inspection report for early years provision

Unique reference number	210094
Inspection date	10/09/2008
Inspector	Lynne Milligan
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 1989. She lives with her husband in a flat on the top floor of a three storey block of six flats on a large housing estate on the outskirts of Stafford. The flat is accessed up three flights of stairs and there is no lift. There are shops and a park within walking distance.

The childminder is registered to care for three children in the early years age group. She is also registered on the Childcare and Voluntary register to provide care for two children in the later years age group. She is currently caring for three children in the early years age group and one in the later years age group. All children attend part-time.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). Children are treated as valued individuals and the childminder makes great efforts to work closely with parents and other professionals but has yet to develop links with other settings providing for children in the Early Years Foundation Stage. Children express their fondness of the childminder and draw pictures demonstrating the love and care she has for them. They feel at home in the warm and welcoming environment, where they build relationships based firmly on trust and respect.

The setting is well organised, with a vast amount of resources that cover all areas of learning and all age groups. This ensures that children are able to participate in all activities. The childminder has begun to develop a sound understanding of the Early Years Foundation Stage and plans effectively for children's next steps using simple yet evaluative observations and assessments.

What steps need to be taken to improve provision further?

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

- develop links with other settings providing for children in the EYFS.

The leadership and management of the early years provision

Children's welfare, care and safety are promoted very well because the childminder continues to update her professional skills through attending training workshops, for example, exploration and discovery and supporting parents with children who have visual impairments.

Records, policies and procedures that support the childminder to promote positive outcomes for children are well maintained. Information about children's starting points is effectively gathered at settling-in visits along with careful observations by the childminder. This helps her to plan and provide good quality care and learning

so that all children are engaged and happy. Children's achievements are regularly shared with parents and clearly demonstrates their progression towards the early learning goals. In addition, the childminder records children's personal accomplishments, helping them to overcome sensitive issues such as wearing glasses for the first time or improving their self-esteem through developing a strong sense of identity. Furthermore, parents are offered information about the activities the children are involved and this helps parents become involved in their children's learning at home.

Safety within the childminder's home is a high priority and ensures children's welfare is well promoted. She has a good understanding of safeguarding, including the signs and symptoms of child abuse. The childminder has worked hard at forging trusting relationships with parents and this enables her to ensure that children are only able to leave with the appropriate adults. Effective systems both indoors and outdoors allow children the freedom to play and explore in safety. Regular written risk assessments are in place that identify any possible hazards. This proactive approach helps the childminder provide a safe and secure environment for the children.

Robust systems to monitor and evaluate the effectiveness of her provision allows the childminder to act on any improvements that need to be made. For example, she actively encourages parents and children to comment on her provision. These comments show that parents value the good standard of care and learning given and that the children thoroughly enjoy their time in her home.

The quality and standards of the early years provision

Learning to be healthy is well promoted in the childminder's home. Opportunities for both outdoor and physical play activities are abundant and help children to learn about how their bodies work. The childminder provides a varied healthy and nutritious diet that includes fresh fruit and vegetables. Children are reminded why they should eat well in order for their bodies to stay fit, healthy and strong. This is extended to their personal safety whilst playing out or walking to school as they learn to stay close, identifying hazards along the way such as cars and strangers.

This focus on the children being central to her provision is why the children feel highly valued and respected in her care. The childminder sees them as individuals and adapts her plans for care and learning to meet their needs effectively, for example, children choose their activity based on a previous outing or special interest. This allows the childminder to offer a good variety of experiences for the children and securely promotes their overall development.

Resources are provided in their abundance and cover all the areas of learning for all age groups. They are well organised and regularly rotated to ensure variety and stimulation. Children are able to independently access them, with opportunities for them to 'sell' some of their own toys to the childminder for a small fee which helps them learn the value of money.

Colourful displays of children's work adorn the walls and doors of the childminder's

home. She knows the children so well that she is able to describe what skills the children have developed whilst drawing these masterpieces and the meaning behind them. An interesting selection of books, educational tapes and videos support topics such as animals, the world around us and the history of brain-teasers. Early reading skills are developed as the childminder sits and reads with the children, in addition to reinforcing key words through their play such as colours or shapes. Children's language development is at the forefront of the childminder's role as she actively encourages them to ask questions, trying various options with explanations along the way.

Children are encouraged to celebrate a vast range of festivals to further promote their understanding of the wider world. The childminder has a wealth of experience and understanding of inclusion and this offers children great opportunities to develop a positive image of themselves and the world they live in. They confidently learn about their home town and explore their environment regularly, respecting who they are and where they have come from. Excellent boundaries and routines are in place which gives children a sense of security and trust. They thrive on the childminder's continuous praise, encouragement and positive outlook on life. This results in children being extremely well-behaved and well-mannered individuals, with the hope of them turning into confident, self-assured adults, able to be successful in the future.

Due to the childminder's careful planning, assessing and observations, all areas of development are effectively covered. Each activity incorporates more than one early learning goal which demonstrates the childminders developing knowledge of the learning outcomes. Each child is carefully tracked to highlight any areas for development, with their next steps highlighted in their assessments.

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?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

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.