

Inspection report for early years provision

Unique reference number	EY284082
Inspection date	10/12/2008
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 2003 and lives in Stafford, Staffordshire. She is registered to care for two children on the Early Years Register. The childminder is also registered on the compulsory part of the Childcare register to provide care for two children in the later years age group and on the voluntary part of the Childcare Register for children over eight years. Currently the childminder is caring for two children within the Early Years Foundation Stage [EYFS] and one in the later years age group. The whole of the ground floor, first floor bathroom and one bedroom are used for childminding. Access to the home is via a large flight of steps leading up to the main entrance. Children have access to an outdoor play area which is also set on a terraced slope. The setting operates each weekday throughout the year.

Overall effectiveness of the early years provision

Children receive good care and education in the EYFS. The childminder is well organised and is able to adapt the provision to accommodate children's individual needs in an inclusive way. The childminder is committed to developing the standards of her provision through training and self-evaluation. Considerable effort has been made to complete a formal self-evaluation form and it is in the early stages of being an effective 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:

- proactively share development records with parents and help them with ways of extending their children's learning at home.

To fully meet the specific requirements of the EYFS, the registered person must:

- extend risk assessments to cover every day visits such as trips to school, toddlers and local parks.

[Safeguarding and promoting children's welfare.]

31/12/2008

The leadership and management of the early years provision

Children's overall needs are promoted well by the childminder. The childminder shows a strong ongoing commitment to developing her knowledge through attending a range of training courses. Updated knowledge of the EYFS has ensured most required policies and records are in place to help with the safe and smooth management of the setting. A number of further policies have been developed and recorded. These policies are shared with parents as part of a range of strategies that build strong clear partnerships with parents. As well as seeing the policies the

childminder ensures she supplements daily verbal exchanges with the use of written diaries to inform parents about their child's day and current activities. Parents are informed that they have access to children's development records, however, they rarely look at the development records and no proactive arrangements have been made to further inform them about their children's achievements and progress. Currently the children cared for do not attend provision supplied by other EYFS providers, therefore, there are no formal links required to ensure continuity of care and education.

A formal system of self-evaluation is in place and has been used to reflect on practice and identify areas for further improvement. Parents are encouraged to fill in questionnaires to express their views about the service provided by the childminder as part of the self-evaluation process. The childminder has addressed the recommendations made at the last inspection, she has ensured parents give written consent for administering medicines and ensures all children are aware of the emergency evacuation procedure.

The childminder has a clear knowledge of child protection procedures, appropriate record keeping and her ultimate 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 children have warm individual relationships with the childminder. They have lots of one to one attention and are kept well stimulated with activities that link in with their learning needs. The childminder records observations and uses these to informally identify the next steps in children's learning. She uses these thoughts about children's next steps to inform the activities planned in the following days. There is a historical record of the child's development available through the daily diaries and the childminder uses these as part of her informal monitoring of children to check if they are making adequate progress towards the Early Learning Goals.

Children enjoy their time in the childminder's home. They have developed their ability to concentrate on a task and cooperate with others, for example, spending a considerable period of time hiding and seeking shells in the garden, taking it in turns to hide and seek. They are happy and confident and the childminder encourages the children's independence. Their communication skills are nurtured by constant meaningful conversations and the sharing of books. The childminder takes opportunities to introduce new words and discuss the natural environment, for example, when outside they look at ice that has formed discussing its sharp pointed shape and icy feel. They are starting to make marks with a variety of pens, pencils and paints and use frost on the playhouse windows as an opportunity for mark making. Counting and identifying colour and shape are woven into the daily routines, for example, the children count the shells they collect to see if they have found them all. Strong links with the local community and a wide range of trips to places of interest support children's growing knowledge of the wider world. Children act out these experiences in their role play, taking their dolls to the 'toddler group' they have set up in the lounge and share their love of books and

singing with the dolls. Children have access to larger equipment both in the upper garden and at the toddler groups as well as in the local parks, giving children opportunity to develop their balancing and climbing skills. Stamina is built up by regular walks to the local school. This helps them develop a natural acceptance of being physically active as part of a normal day.

Children's welfare is promoted well through the provision of healthy diets in conjunction with parents and good hygiene practices are used by the childminder and encouraged in the children through everyday routines. The childminder has produced written risk assessments for the house and the main outings, but has not yet undertaken formal written risk assessments for local trips such as to the school, toddler groups or local parks in line with the requirements of the EYFS. She is aware of potential risks around the property, for example, the large number of steps at the front and back. She has daily check lists and always ensures the garden is free from any additional hazards before the children use it. Children behave very well for their age and stage of development. The childminder manages the children's behaviour in a very positive way praising the children, using distraction and helping them learn to share and negotiate. They respond positively to the childminder's boundaries. Children are making good progress in developing skills for the future and the move to school when the time comes.

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.	2

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?	2
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?	2
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
---------------------------------------------------------------------------------------------------	-----

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.