

Inspection report for early years provision

Unique reference number	EY346122
Inspection date	21/10/2008
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 2007 and lives in Chesterton, Newcastle-under-Lyme, Staffordshire. She is registered to care for two child on the Early Years Register. The childminder is also registered on the voluntary and compulsory parts of the Childcare register. Currently the childminder is caring for two children within the Early Years Foundation Stage (EYFS). The whole of the ground floor which includes a toilet is used for childminding. Access to the home is via one step from the pavement. Children do not normally have access to an outdoor play area at the house but the childminder makes arrangements to take the children to local parks. The setting operates each weekday throughout the year. The childminder has a dog and hamster.

Overall effectiveness of the early years provision

Children receive generally good care and education in the EYFS. The childminder is very well organised and is able to adapt the provision to accommodate children's individual needs in an inclusive way. The positive relationships built with parents are a key strength and the exchange of information helps to inform parents and promote children's care and learning. Training is valued as a way to help the childminder improve practice, however, 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.

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

- develop the risk assessment system to ensure an assessment is in place for each sort of outing

02/12/2008

The leadership and management of the early years provision

Children's overall needs are promoted well by the childminder. Since registration she has shown a very strong commitment to developing her knowledge through attending a range of courses and is committed to obtaining qualifications relating to home-based childcare. This has lead to better outcomes for children as she has developed her skills in making learning interesting in an inclusive environment by

attending courses such as a vision impairment workshop. Her neat and ordered approach to paperwork and updated knowledge on the EYFS has ensured most required policies and records are in place to help with the safe and smooth management of the setting. The comprehensive range of policies are shared with parents to help them understand how the setting operates. This strong partnership with parents is enhanced through the use of daily diaries to inform them of their child's progress and progress records are shared with parents periodically. Parents input is proactively encouraged as part of building relationships that will enhance children's experiences within the setting and their learning at home, for example, parents are encouraged to collect and bring items such as autumn leaves to the childminder for the children to use in craft work the next day.

A formal system of self-evaluation has not yet been put in place to aid the childminder in ensuring the provision continually improves. A questionnaire has been used with parents to start to assess areas of strength and areas for improvement. However, the childminder has not yet clearly identified which areas need improvement over the coming months.

The childminder has a satisfactory 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 childminder effectively promotes children's welfare, learning and development. The children benefit from the childminder's individual knowledge of them. She tailors the care to children's current needs, for example, altering activities to help children who are new to settle and gain confidence or to help them start to enjoy messy activities. Her confident record keeping skills are also starting to be used to support children's learning and development. A substantial amount of detailed observations are linked to the six areas of learning and clearly identify the next steps in each child's learning, this she is using to plan future activities. A fully robust system to ensure that children are encouraged to develop in all aspects of the six areas of learning is not currently in place.

Children are happy and very confident; they are able to sing songs alone and have a positive self image, one saying 'I'm good at this aren't I', when he completed a jigsaw with encouragement from the childminder. Constant conversation extends children's learning during general play activities such as role play with the cooker. Books are used to introduce and reinforce ideas such as hand washing. Children are just beginning to make marks and explore concepts of shape, colour and number, for example, by counting steps when out walking. Activities like leaf printing are used to extend children's knowledge of the wider world. Children also have links with the local community through use of the toddler group. This group along with visits to the park extends children's access to larger equipment to encourage climbing and balancing. Music and craft work are also used as channels for other areas of learning.

Children's welfare is promoted 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 environment is safe and a written risk assessment is in place. However, it does not cover outings. Children clearly understand what they need to do in the event of an emergency evacuation and they are always supervised when the dog is present. Children's behaviour is good, with clear boundaries and positive role models. They play harmoniously alongside one another and are encouraged to share and take turns, developing positive relationships. They 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.	3

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?	3
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?	3
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?	3
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
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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 registration.

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.