

Inspection report for early years provision

Unique reference number	307335
Inspection date	01/12/2008
Inspector	Julie Firth
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 partner, one child aged nine years and two adult children in Boothstown. The family have a cat.

The lounge, conservatory, kitchen and toilet on the ground floor are used for childminding. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of five children at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll. Of these, all children are aged under five years.

The childminder is member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder effectively promotes children's welfare and learning and she provides a safe and inclusive environment. Good systems are in place in relation to planning and observation. The children are happily engaged and occupied in a broad range of stimulating play activities and experiences. She is beginning to identify the progress children are making. There is a good working relationship with parents and they are kept well informed of their children's daily routines, care and learning. The childminder is beginning to use systems in relation to self-evaluation to reflect on her practice. She has a good understanding of working with other providers of the Early Years Foundation Stage (EYFS) framework.

What steps need to be taken to improve provision further?

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

- continue to use self evaluation effectively to monitor all aspects of the provision
- continue to plan and assess children to enable them to progress through all areas of learning.

The leadership and management of the early years provision

The childminder demonstrates good knowledge and understanding of the EYFS framework, making initial observations of the children. She is just beginning to complete formal assessments. The childminder's home is organised to give children opportunities to become independent. A structured daily routine promotes children's welfare and meets their needs. Good detailed written policies and procedures are in place and contribute towards positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. The childminder takes time each day to discuss children's progress and development. For example, the childminder maintains children's individual books 'all about me' to share with them. Children eagerly take their art work home to show their parents.

The childminder is committed to meeting children's individual needs and is enthusiastic to promote and develop her service. She recognises the importance of continuous improvement and she is beginning to identify the strengths and weakness of her provision. She ensures that all adults who come in contact with children are suitable. She understands her role in safeguarding children and is aware of the procedures to follow if she has concerns about children's welfare.

The quality and standards of the early years provision

The childminder demonstrates a good understanding of the EYFS and plans and provides a wide range of stimulating activities. This helps the children make good progress across most areas of learning. Activities are planned around children's needs and interests. She observes children at play and uses this information to plan their next steps in learning. She takes photographs to illustrate the children's progress.

The childminder provides a friendly environment for children and their families, children are happy and settled. Resources are accessible to enable children to self select. They promote all aspects of children's learning and give children a good awareness of diversity. The childminder dedicates time to playing and talking to the children and developing warm relationships with them. Young children are offered cuddles and good reassurance as they settle. As the children are eager to learn.

Children develop good independent skills as they help to tidy and young children are encouraged to feed themselves. The childminder encourages children to mix and make friends as they attend the local group. Children show a real interest in the local environment and enjoy lots of good first hand learning opportunities, as they visit the library, a farm, feed the duck and are taken on nature walks. Children also have access to a good range of programmable toys. They develop an awareness of problem solving and reasoning as the childminder constantly introduces concepts of number, shape and size into their play and they have access to matching games and puzzles. Children observe many examples of everyday print and enjoy reading with the childminder. They use language well from an early age to explain what they are doing and to ask questions. They use the magnetic letters to recognise words. The childminder encourages imaginative play and children become involved in role play and dress up. Furthermore, they have lots of fun and sing songs to music. Photographic documentation shows the children have lots of opportunities to express their own thoughts and ideas using a variety of creative materials. The children have fun playing in the garden and develop control and coordination as they climb on the fixed equipment.

The childminder implements strategies to promote all children's social, physical and economic well-being. The children learn about hygiene practices and personal care routines as they wash their hands at appropriate times of the day and use wipes after messy play. They are well nourished and develop an awareness of healthy eating because the childminder provides a menu that is well balanced and nutritious to aid their growth and development. The childminder's home is safe and secure. It is well equipped with equipment, furniture and resources and provides an enabling environment where children thrive. Full risk assessments are in place for outings and the premises. The childminder acts as a positive role model to the children and they receive a clear message about what is expected of them and boundaries for behaviour. She encourages children to sit together at the table for snacks and to not run around with drinks. They become aware of sharing and taking turns from an early age.

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?	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?	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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.