

Inspection report for early years provision

Unique reference number	EY222855
Inspection date	08/10/2008
Inspector	Susan Elaine Heap
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 2002. She lives with her husband and three children aged 18, 15 and 11. The whole ground floor of the childminder's house and a rear bedroom are used for childminding and there is a fully enclosed garden for outside play. The building is accessible by a pathway to the rear of the property.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five and three children over five for before and after school and holiday care. The childminder is registered to care for children on the Early Years register, Compulsory Childcare register and the Voluntary Childcare register. The childminder makes links with local school as appropriate for children in the early years range.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group, library and play centres. The family has a cat and a dog.

Overall effectiveness of the early years provision

The childminder's excellent knowledge of the children enables her to provide an inclusive service which meets their individual needs very well. As a result, children make good progress in all areas of learning because the childminder provides a rich and stimulating range of activities and play opportunities for them. Children are safe and secure because the childminder has implemented effective measures and ensures their close supervision at all times. The partnership with parents and the local schools is a key strength in her practice. The childminder continuously evaluates the service she provides to ensure her continued development.

What steps need to be taken to improve provision further?

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

- continue to develop and monitor the planning, observation and assessment systems so that children's next steps are clearly identified
- update policies and procedures to reflect the introduction of the Early Years Foundation stage.

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

- complete a written risk assessment for individual outings (also applies to both parts of the Childcare Register)

05/11/2008

The leadership and management of the early years provision

The childminder demonstrates a thorough understanding of safeguarding issues and has updated her knowledge in this area by attending training. She has comprehensive written policies and procedures and the majority of the required documentation in place which clearly underpin her very good practices and successfully promote children's care and welfare. However, policies do not currently reflect the introduction of the Early Years Foundation Stage and written risk assessments for individual outings are not in place

Appropriate steps have been taken to address recommendations arising from the last inspection, such as developing resources which show positive images of disability and keeping the contents of her first aid box well stocked. She has a very positive attitude to continually improving the service she offers. As a result, she successfully identifies her key strengths and prioritises areas for improvement, such as attending training on observation, assessment and planning for children's next steps in learning.

The childminder successfully works in partnership with parents and other professionals through the use of both written and verbal communication, such as the completion of a written summary of children's progress prior to children's transition to the local school. Informative and useful information relating to children's needs are sought prior to the children starting with the childminder. She has very good systems in place to record children's progress, such as scrapbooks which include samples of their work, photographs and observations of their play. These effectively contribute to ensuring children are viewed as individuals and also that inclusion is promoted. The information gained from parents and the childminder's good knowledge of child development are used to plan a range of excellent quality play experiences for children both in and outside the home. Very positive written feedback from parents is available. These comment on the high quality of care and activities offered and how much they value the scrapbooks of children's work and daily verbal contact of how their child is progressing.

The quality and standards of the early years provision

Children thrive in a warm, welcoming and homely environment which is well-organised to enable children to make choices and develop their independence. They develop secure and trusting relationships with the childminder and the other children. For example, they actively seek cuddles and reassurance from the childminder when they are tired or upset. Children behave exceptionally well and have excellent manners because she places great emphasis on each child treating other children with respect and acts as an exemplary role model. Children's art work is attractively mounted and displayed which develops their confidence and self-esteem. There are excellent opportunities for children to learn about diversity and the wider community through discussions and activities which link to other cultural festivals; looking at books or playing with toys which portray positive images of different people in society.

The childminder recognises the uniqueness of each child. As a result, children particularly benefit from daily routines which offer consistency and effectively meet their individual needs. The childminder supports children exceptionally well in their learning and development. She spends time at their level, interacting with them, developing their language and encouraging them in their play. Effective use is made of local facilities, such as the library and toy library to extend toys, resources and equipment. This ensures children have access to an excellent range of activities which offer challenge and fun. For example, following a fire evacuation practice children visited the toy library and borrowed a fire fighter's uniform while on another occasion children chose a complex pattern making activity to develop their problem solving skills.

Children gain a good understanding of the natural world through many interesting activities, such as collecting leaves, conkers and acorns on their walks in the community and making autumn collages with them. The childminder uses her extensive knowledge of the children's personal situations and her observations to extend their learning and enjoyment. For example, while playing in the home corner a child did not know what a lemon was. The childminder named it and brought in a real lemon. This was cut up so children could smell, taste and touch it. Photographs, written observations and assessments clearly link to the six areas of learning and identify the next steps in children's learning. These are in the early stages of development and the next steps are not always carried through into the planning of activities.

The childminder's approach to developing children's understanding of a healthy lifestyle is excellent. They enjoy an extensive range of activities which develop their physical skills, such as swings, climbing frames and digging tools or playing with play dough using tools to 'squidge and squash'. Each child has their own labelled towel and face cloth which helps them to develop good hygiene practices. Children enjoy a varied healthy diet and demonstrate an exceptional understanding of healthy eating. They choose their morning snack from a variety of fresh fruit and discuss healthy food spontaneously. They confidently help make their lunch and know what makes a healthy meal.

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?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
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?	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 registration or 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.