

Inspection report for early years provision

Unique reference number	209830
Inspection date	09/12/2008
Inspector	Susan Rogers
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 has been registered since 1984. She lives with her husband, in in South Staffordshire. The childminder has easy access to the local village, schools and shops. The whole of the ground floor of the premises is used for childminding including the living room, dining room and utility room. There is a fully enclosed rear garden and outdoor play. The toilet facilities are on the first floor and all areas of the ground floor are easily accessible.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder may care for a maximum of six children under eight years at any one time and currently cares for a total of 10 children, five of whom are on the Early Years Register. All of the children attend on a part-time basis. The childminder walks to local schools to take and collect children and visits local toddler groups. The family currently have two cats in the household.

Overall effectiveness of the early years provision

Children make good progress in their learning and development as the childminder plans for their individual needs, stages of development and well structured planning provides a varied range of activities and challenges. Up-to-date robust documentation protects children's individual needs and planning provides structured and spontaneous learning opportunities. Each child is acknowledged as an individual as the childminder works closely with their parents to ensure that their needs are met and all children are included. Children settle well as they enjoy a warm and secure relationship with the childminder this results in them being content and happy in their environment.

What steps need to be taken to improve provision further?

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

- improve the procedures for identifying hazards in respect of furniture used by children

The leadership and management of the early years provision

Documentation records and policies are well maintained and as they are easily accessed by parents which means they are kept fully informed of all procedures and of their child's progress. Carefully designed records of children's progress are maintained as the childminder fully utilises the current Early Years Foundation Stage Framework, uses photographic evidence and detailed evaluative observations. Consequently, this information is used to plan effectively for the next steps in each child's learning. Procedures that encourage coherent liaison with outside agencies including children's schools are effective and provide consistency

for children.

The childminder prioritises children's welfare she understands her duty and responsibility in safeguarding and protecting children. She has good knowledge of local safeguarding procedures and reassures parents that all members of the household who have regular contact with children are vetted. Alternative arrangements should there be an emergency has been discussed with parents and includes the help of other registered childminders in the area. Regular risk assessments are completed with the assistance of the local childminding network, however, some of the furniture used by children is not suitable for their needs and may compromise their safety.

The quality and standards of the early years provision

A stimulating learning environment encourages children to self select activities and, therefore, promotes their independence. They negotiate easily around the child friendly home expressing delight as they discover new toys and experiences. Consequently, they make good progress towards the early learning goals. The planning and assessment system for individual children is well organised and follows the themes of the Early Years Foundation Stage Framework. Close support from the childminder allows children to progress with their learning and she provides interesting challenges and has a good overview of their current progress. For example, when engaged in an activity that involves dough the childminder provides greater challenge for older children by introducing more complex tools and equipment. Children are, therefore, encouraged to move on to the next stage in their development as the childminder has an effective understanding of the Early Years Foundation Stage Framework. Children's assessments and daily diaries are regularly shared with parents which encourages them to continue with the child's education in the home setting.

They are encouraged to develop critical thinking skills from an early age as they enjoy a variety of experiences while they play. For example, children experiment with the properties of dough, paint and creative play materials. They are learning how to be considerate of others needs through their creative play by pretending to feed dolls and make them comfortable in pushchairs. The childminder's support of children's play furthers their self-esteem as they know that their efforts are valued and recognised. The children enjoy story time as they readily access a wide range of age-appropriate books, look at these independently and share reading opportunity with the childminder. Consequently, their language skills are developing as there are many opportunities for them to expand their vocabularies by answering questions about the story and telling others what they observe.

Children are encouraged to enjoy a range of resources and opportunities to appreciate and understand diversity. This promotes their awareness of the needs of others and the differences in society. Children are beginning to develop a sense of responsibility about their environment by treating each other with consideration, taking care of their toys and play materials and helping to tidy away toys at the end of the session. Children's self-esteem is actively promoted through much praise and encouragement. This helps them understand right from wrong through

the calm and consistent approach demonstrated by the childminder. Children learn to keep themselves safe through explanations and positive examples.

Freshly cooked meals that have a good nutritional content help children understand how to lead a healthier lifestyle. The childminder encourages children to enjoy a wide range of foods and supports parents who are experiencing feeding difficulties with children in the home environment. Children are encouraged to choose healthy options for meals and snacks that include fresh fruit and vegetables.

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
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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 had 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.

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