

Inspection report for early years provision

Unique reference number	EY309967
Inspection date	19/12/2008
Inspector	Lindsey Pollock
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 2005. She lives with her husband and their two daughters aged six and five years in Brandon. There is a fully enclosed rear garden available for outdoor play.

She is registered to care for four children under eight years. There are currently seven children under eight years on roll.

The childminder is also registered on compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder recognises each child is individual and treats all equally. Children's welfare is promoted well in a warm, welcoming, environment where their needs are fully met and where they make good progress in their learning and development. Partnerships with parents contribute significantly to ensuring that the needs of all children are met. Capacity to maintain continuous improvement is good as the childminder has a positive approach to evaluating her practice and completing training to develop her childcare knowledge.

What steps need to be taken to improve provision further?

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

- develop the systems for observations and assessments to help identify learning priorities and plan relevant and motivating learning experiences for each child
- develop ways of working with together with parents and other professionals to support and extend children's learning and development
- ensure the written safeguarding policy is in line with Local Safeguarding Children Board procedures.

The leadership and management of the early years provision

Children are happy and settled. Written records, policies, and procedures underpin the childminder's professional approach to her work and provide parents with good quality information. She has a positive and enthusiastic approach to her professional development and is currently completing a childcare qualification to help her develop her practice. Premises are secure and children are always supervised appropriately. Although the childminder has a good understanding of her responsibilities for safeguarding children and recognises that their welfare is paramount, her written statement does not fully reflect the procedures of the Local Safeguarding Children Board.

The childminder is beginning to use systems for self-evaluation well; identifying areas for improvement as well as the strengths of the provision. Children and parents are consulted about the provision and help contribute towards the self-evaluation process. Recommendations from the last inspection have been met and have improved outcomes for children, for example, the childminder has increased the range of resources that reflect different cultures and backgrounds which helps to raise children's awareness and appreciation of diversity.

Good relationships are maintained with parents and carers. Parents speak very highly of the care their children receive. Information about the child's daily routines and progress is regularly discussed with them. However, ways of working with together with parents and other professionals to support and extend children's learning and development partnerships are not yet fully developed.

The quality and standards of the early years provision

Children are making good progress in all areas of their learning. Activity planning is based on children's individual interests and abilities resulting in them being happily engaged in their play. The childminder has made significant efforts to introduce the learning and development requirements of the Early Years framework into her practice, but has not yet fully developed the systems for observations and assessments, so these help her to identify learning priorities and to plan relevant and motivating learning experiences for each child.

Children are becoming increasingly confident. They leave their parents happily when arriving at the childminder's house and socialise well with each other. Their independence is developing well; they help themselves to toys and are beginning to manage their personal care. Interaction between the childminder and the children is good. Babies show lots of excitement as the childminder plays 'hide the dummy' with them and they laugh as they anticipate what the childminder is going to do. They love books and enjoy their daily story time. They confidently make use of a variety of resources for different purposes, particularly enjoying making lists for their 'shopping'. They have a growing awareness of numbers and count throughout the day, for example, as they play 'ring a ring o' roses' and count as they go up the stairs. The outdoors is used well to promote children's physical development, be it playing in the garden or the park, or going on 'treasure hunts' in nearby countryside looking for different animals. They are developing many skills that will contribute to their future economic well-being, for example, as they become increasingly confident in information and communication technology and as they become independent learners.

Children's welfare is supported through the maintenance of good standards of hygiene and cleanliness in the setting. They play and eat in clean, warm surroundings. The childminder ensures that children have clean towels to help reduce the risk of cross infection. They learn about road safety on their walks and they know the importance of behaving sensibly when in the car. They are given tasty, nutritious meals and healthy fresh fruit snacks. Overall, children are happy, safe, and enjoy being with the childminder.

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.