

Inspection report for early years provision

Unique reference number	317171
Inspection date	22/01/2009
Inspector	Valerie Block
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 1996 and lives with her four adult daughters in Crosby in a bungalow, near to Maryport. She employs an assistant occasionally. The dining room, lounge, playroom, hall and some bedrooms are used for childcare. There is a secure front garden available for outdoor play.

The childminder is registered to mind up to eight children when working with an assistant and up to six children when working alone. She is currently minding six children who attend at variable times. The childminder is registered on the Early Years Register, the Compulsory Childcare Register and the Voluntary Register.

The family have five cats and a dog. The childminder regularly attends children's groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a nurturing and inclusive environment where their uniqueness is recognised and valued. The childminder promotes all aspects of children's welfare and learning with success and children make good progress, given their age, ability and starting points. Good links have been established with parents and other childcare and education providers to provide continuity of care and learning. There is a thorough system for self-evaluation that shows that the childminder is aware of her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems to observe and assess children's learning needs and continue to consider ways to improve children's problem solving and reasoning skills through everyday activities
- review risk assessments of the sleep room, low glass in the lounge and children's access to stairs.

The leadership and management of the early years provision

The childminder strives for continuous improvement as she attends courses regularly and attends local childminder meetings to discuss childcare practice. She effectively considers her practice using the views of assistants, children and parents and correctly assesses her strengths and the areas for improvement. Recommendations made at the last inspection have been met. For example, she has improved the equipment and activities on offer to help children understand about diversity. Required documentation is kept well and there are many policies and statements about the setting available to parents. Written policies show an

anti-discriminatory, inclusive approach at this welcoming setting.

Working in partnership with parents and other providers is a key strength at this setting. The childminder has strong links with local nurseries and she works closely with them in order to provide continuity in the children's care and education. Parents report that they are very satisfied with the care their children receive and believe they are progressing well. Parents are encouraged to take part fully in their children's learning and to contribute to activity planning.

Children are safeguarded as the childminder has recently undertaken a course on child protection. She ensures that people who have regular access to the children are suitable and supervises children closely when with unvetted persons, to ensure they are safe. Written risk assessments are reviewed regularly and, in the main, are robust, so preventing injury to children. However there are some minor risks needing to be included in the risk assessment. The childminder ensures children's safety when out of doors. She takes children's information and first aid kits out with her in case there is an accident. Children's health is well promoted as the childminder uses the internet as well as information from the local authority to ensure she has up-to-date information about childhood ailments and healthy lifestyle information.

The quality and standards of the early years provision

Children make good progress and are well settled as they enjoy learning through play in a relaxed, homely environment. The childminder has a good understanding of the early learning goals and is trying several systems to observe, assess and plan for children's future learning, whilst looking to consolidate her systems in this area. Although all areas of learning are covered in the learning programme, she is aware that there is scope for improvement regarding the provision for problem solving, reasoning and numeracy through everyday practical events. Information is gathered well from parents, other providers and her own observations to decide on children's starting points and future learning needs. The learning environment is well planned to give children a good amount of outdoor play. There is a playroom where children's work is very effectively displayed and where children can independently access equipment easily.

Small children enjoy sitting at small tables and with childminder's support and encouragement are learning to use tools to cut and paste pictures that will together, with other materials, be used in the celebration of the Chinese New Year. They are introduced to letters from the Chinese alphabet, so widening their knowledge of the world and introducing them to written communication. Children are encouraged to develop self-care skills as they go to collect their own mat and nappy when it is time for a nappy-change. All the children attending the setting have planned together with the childminder and parents to fundraise for a children's charity. This event was used to encourage children to share their skills, such as giving performances and making items for sale. Children are therefore learning to consider others, work together and to make a positive contribution as a group.

Children gain a good understanding about healthy living as they participate in activities to help them understand the principles of healthy eating. They learn about good hygiene practices as they wash and dry their hands on their individual hand towels. They begin to learn to keep themselves safe as they learn about road safety whilst on outings with the childminder. The children learn about diversity as they celebrate other people's festivals. This along with the good range of play resources and posters showing positive images of diversity helps children learn to respect others. Children's future economic well-being is enhanced as the childminder gives them opportunities to learn about information technology. They learn about being good citizens as they contribute to the family's recycling programme and accompany the childminder to sort and deposit recyclable waste whilst entering discussion as to why this is important. Children gain a good understanding of their community and begin to develop a sense of belonging as they regularly attend children's groups in the area and build friendships at the childminder's home with other children.

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?	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?	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.