

Inspection report for early years provision

Unique reference number	401199
Inspection date	09/01/2009
Inspector	Donna Suzanne Lancaster
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 1995. She lives with her husband and four children, two adult's, one of whom is at university most of the time and twins aged 15 years. Their home is located in Richmond. There is an enclosed rear garden. The home is situated close to local amenities, as shops, schools and parks. The ground floor and the main bedroom are used for childminding. Family pets include two cats.

The childminder is registered to care for six children under eight years and is currently caring for three children in the early years age group. Children attend on a full and part time basis. The childminder cares for children between Monday and Friday from 08.00 - 17.00 for 47 weeks of the year.

The childminder is registered on the Early Years register and both parts of the compulsory and voluntary register. She is a member of the local childminding network.

Overall effectiveness of the early years provision

All children and their families are warmly welcomed into the childminder's home. The childminder supports children's learning very well and they are making good progress in their individual learning and development. The childminder is fully aware of how to meet the needs of the children in her care. Effective links with parents and carers help to involve them in their children's care, learning and development, and they are kept well informed of their progress. The childminder has accessed training opportunities and uses these to reflect on her practice and make improvements to her service.

What steps need to be taken to improve provision further?

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

- further develop use of observation to plan for next steps in children's learning and development.

The leadership and management of the early years provision

The early years provision is well managed by the childminder. She has a good knowledge and understanding of the Early Years Foundation Stage Framework (EYFS). She uses this knowledge to help children make good progress in their learning and development, and to promote their welfare. The childminder has a very positive attitude towards personal development and has attended many additional training courses since her last inspection, including an National Vocational Qualification (NVQ) level 3 in childcare and education. In addition, the childminder has implemented effective systems to monitor and evaluate her

childminding provision to ensure that improvements are made where necessary. Good improvements have been made since the previous inspection, with the childminder fully addressing the recommendation that was raised.

The childminder ensures that all records, policies and procedures are very well organised, maintained up to date and shared effectively with parents. Children's safety is paramount to the childminder. She provides a very safe environment and written risk assessments are conducted frequently. Children are further protected and safeguarded through the childminder's good knowledge and understanding of child protection procedures.

Partnerships with parents and carers are very well established to ensure all children's needs are met. The childminder further involves the parents by actively encouraging them to comment on the provision throughout the year. The childminder ensures that parents know how their children are progressing and developing as all relevant information is shared between them on a daily basis. She also establishes links with the children's school to ease their transition and ensure their continued learning.

The quality and standards of the early years provision

Children are happy, secure and settled because of the warmth and affection the childminder gives. She has a good knowledge of each area of the early learning goals, and plans exciting and challenging activities for the children to enjoy. The childminder makes observations and records children's progress by linking these to the six areas of learning. However, observations are not fully used to plan for next steps in children's learning and development.

Children's welfare is promoted well in regard to keeping children safe. The childminder teaches children about keeping safe during discussions and general routines, for example, they discuss safe road crossings and how they must stay on the 'safe side' of the pushchair when out walking. In addition she teaches very young children how to manage coming down the stair safely and they take part in regular fire drills. This safe and supportive environment enables children to thrive. Children have regular opportunities for physical activity and begin to understand the benefits of keeping healthy and active through play opportunities and general discussions with the childminder. Children's behaviour is managed effectively and in a manner appropriate for the stage of development and particular needs of each child.

Children are learning how to cooperate and take turns through the sensitive support of the childminder, and even very young children play well together. For example, they take turns to make noises on the piano and they laugh and giggle together when playing hide and seek with the childminder. There is planned and spontaneous play and exploration, both in and out of doors, with a balance of adult led and child initiated activities that result in children being active learners. For example, reading books, doing actions to nursery rhymes, mark making with the chalks and paints, counting in every day activities, such as how many stairs. Children are also beginning to develop their sensory skills during sand play and

exploring the objects in the treasure baskets. Children learn about the wider world as they feed the horses and the ducks. They enjoy running through the Autumn leaves and splashing in the muddy puddles. Children learn about the day, weather and seasons during activities and different cultures, such as activities around the Chinese New Year.

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 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.