

Inspection report for early years provision

Unique reference number	210459
Inspection date	30/03/2009
Inspector	Sally Ann Smith
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 1996 and regularly works with a co-childminder. She lives with her husband and three adult children in Tutbury. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family has two dogs.

The childminder is registered to care for a maximum of six children on the Early Years Register and compulsory and voluntary parts of the Childcare register. She is currently minding 10 children, all of whom attend on a part-time basis.

The childminder collects children from local schools and walks to local shops and parks. She holds an appropriate early years qualification to NVQ Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from the very caring and positive attitude of the childminder, who ensures their individual needs are effectively met. Excellent partnerships with parents, carers and other settings providing the Early Years Foundation Stage (EYFS) are established so that children receive consistent high quality learning and development. The childminder regularly evaluates her practice so that improvements can be made to enhance the quality of the provision.

What steps need to be taken to improve provision further?

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

- develop further risk assessments for each type of outing.

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

- ensure that information is obtained about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

17/04/2009

The leadership and management of the early years provision

The childminder has an excellent understanding of the EYFS with regards to children's learning and development and effectively transfers this knowledge to her daily practice so that all children have wonderful opportunities to explore, use their imagination and develop their creativity. Children are continually stimulated with an array of fun and interesting activities both inside and outside the home. Systems to support children's individual requirements are excellent, therefore

ensuring that all children are happily engaged in all aspects of their play and learning. The childminder continually strives for improvement to enhance all areas of her practice. She seeks information through discussions with her co-childminder, reading, accessing information from the internet and regularly attending training. She has recently completed an NVQ Level 3 in Care, Education and Learning.

The childminder establishes strong and effective partnerships with parents and carers to keep them informed of their child's routines, play and learning. Learning journals provide written information to be exchanged and the childminder encourages parents to contribute their observations and comments. Photographs of children engaged in a wide range of activities are available for parents' perusal. Effective written policies are in place and embedded in everyday practice, although risk assessments do not contain detail of each type of outing. A wealth of good quality information is shared with parents and carers. They are aware of procedures should they be unhappy with any aspect of the service provided.

The childminder has comprehensive safeguarding procedures so that children are protected at all times. She is familiar with the signs and symptoms of abuse and has an excellent understanding of her role in protecting children. A written statement is available for parents and carers who are made aware of the childminder's responsibility to report any concerns. Most documentation is in place although detail is not obtained as to who has legal contact with the child and who has parental responsibility for the child.

The quality and standards of the early years provision

The childminder has an excellent understanding of the needs of individual children according to their age and stage of development. The EYFS learning and development requirements are very well addressed to ensure that children make exceptional progress in all areas of learning. Regular observations, combined with information from parents and carers assist the childminder in assessing children and identifying their next steps. Children have fantastically fun filled days with so much going on to stimulate their interest. The childminder organises her time well to support children so that they are engaged in enjoyable and fun activities. Resources are easily accessible, encouraging children to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do. Younger children are supported in making choices and additional resources are placed within their reach.

Children's sense of adventure is promoted as they explore their environment. There are many outings of interest, for example, children visit the park to feed the ducks, throw stones in the water and hear them splish, splash and splosh. They observe the mole hills and walk through tunnels so that they can hear the sounds of their voices as they echo or watch the traffic drive over on the road above. Children learn about different modes of transport as they travel by bus, car, boat and train to various destinations. Fun days are had at the seaside where children explore the rock pools hunting for crabs, practise their body boarding skills and collect shells to bring home. After all this action, they are ready for their fish and chips on the beach. Sometimes adventures start by the childminder saying 'And

where shall we go today'? Children visit a cave and feel the bats whizzing past their ears. Older children go on a bat watch at twilight. They are given detectors which pick up sonar sound waves so that they hear the bats even though they cannot be seen. The forest wardens shine torches on the water so that the different species of bats can be observed. Children visit the 'animal man' who has snakes, skunks, chinchillas, armadillos, teet owls and a vulture. They are fascinated when the vulture finds the meat that is hidden under a pot. One child bravely volunteers to hold a large bird eating spider in front of the audience and revels in the praise he receives.

Children visit Branston Water Park where they abandon their inhibitions and run up and down 'Tele Tubbies' hill. The childminder continually encourages dialogue and listens to all that children say, joining in their imaginary games. Children walk their imaginary dogs which they name. They pretend dogs are on leads and say to the childminder, 'Careful you don't get the leads tangled up'. They even pretend to pick up the dog poo, place it in bags and put in the bin. When they return to the car one of the children says 'Have you put Monty in the car?', 'Oh no' says the childminder 'I've forgotten him, wait a minute and I'll fetch him'. The childminder opens the boot and lets Monty in the car. Children are thrilled when they visit a shop to have a Shalwar Kameez made. The shop assistant measures a child with a tape measure whilst another child selects the colour of the fabric the garment is to be made in. Children return at a later date to pay for the costume and bring it back to put in their dressing-up box.

Children take 'Billy' (teddy bear) home and complete a diary about his adventures, which they share with the other children on their return. They enjoy recounting their stories and the other children are totally absorbed as they listen to how Billy's time is spent. One child recalls how Billy drinks too much coke but 'Billy didn't need to go to the toilet as he doesn't have a real bottom only fluff!'. Everyone laughs but this activity helps to develop children's confidence and self-esteem, and all are eager to take Billy home. Children develop an excellent understanding of a healthy lifestyle through everyday routines and play. They help to wash and prepare fruit for kebabs and regularly make pizzas and cakes. They grow herbs in the garden to include in some of their cooking. Children have a wonderful time spent 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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.