

Inspection report for early years provision

Unique reference number	EY346294
Inspection date	11/06/2009
Inspector	Ann Winifred Harrison
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 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 2006. She lives with her husband and three children aged ten, seven and three years in Rugeley, Staffordshire. All of the ground floor, the upstairs bathroom and one bedroom are used for childminding. The family have a pet dog and two rabbits. There is a park and shops within walking distance. There is a fully enclosed garden available for outside play. Although the premises are easily accessible, they may not be suitable for children with mobility issues as the toilet is located on the first floor.

The childminder is registered to care for a maximum of three children at any one time. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder currently has one child under five years and two children over eight years on roll, who attend on a part-time basis. She drives or walks to local schools to take and collect children, and attends local community facilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are comfortable and happy in the setting and their welfare and learning are supported well. The childminder ensures that all children's needs are met so that they feel valued and included. Partnerships with parents and carers are good therefore providing consistency of care for all children. The childminder has started to evaluate her setting and has recognised areas she wishes to address to improve her practice.

What steps need to be taken to improve provision further?

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

- develop further the records of risk assessments to include when it was carried out, date of review and action taken following a review or incident
- develop further the relationship with parents by sharing observations and offering support for extending learning in the home.

The leadership and management of the early years provision

Children are protected and all their needs met well as the childminder is committed to providing the best possible care for each child as a unique individual. The efficient management of all policies, procedures and records supports their welfare, learning and development. The childminder carries out regular risk assessments on the house and garden and for each type of outing. Further visual safety checks are carried out each day, which ensures children are cared for safely. However, the record of the assessments made lack some details. The children are safeguarded well, as the childminder has a good knowledge and understanding of child protection procedures. She is familiar with the signs and symptoms of abuse

and 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.

The childminder establishes effective partnerships with parents and carers to keep them informed of their child's routines, play and learning. A wealth of good quality information is shared with them and they are aware of procedures should they be unhappy with any aspect of the service provided. Each child has a photographic daily diary to inform parents of what their child has been doing whilst at the childminder's. However, written observations of children are not yet shared with parents to keep them fully informed of their child's progress. The childminder continues to update her professional skills by attending required training and is currently completing a relevant early years qualification. This helps to improve outcomes for children and this enables her to implement new ideas into her practice. The childminder is beginning to evaluate her provision and has identified her strengths and areas for improvements, such as improving written planning.

The quality and standards of the early years provision

The childminder completes effective observations and assessments of the children and she uses this information to plan for children's individual next steps in learning. Her planning covers all six areas of learning and shows a good balance of adult led and child initiated activities. Parents provide detailed information on their child's individual routine and current stage of development, they complete a form called 'All About Me' which enables the childminder to find out individual preferences such as what children like, dislike and enjoy doing. This enables her to meet the individual needs of all children. However, the childminder does not offer suggestions to parents for extending learning in the home. Resources are plentiful and well organised so that they are easily accessible to children to enable them to become independent learners and make decisions about what they want to do. Younger children are provided with a wide range of toys, for example, musical toys, sensory toys and discovery toys so that they can explore with good encouragement from the childminder. She knows the children well and ensures that children's favourite toys are available when they are present to help them feel at home and feel secure.

Children are learning about the wider world as they go on outings to the farm and zoo. The childminder talks to children about other cultures and peoples' differences with the use of resources that reflect diversity and talking about characters in children's favourite television programmes. This helps to develop children's understanding of others. They have access to a computer and other electronic games and toys such as an interactive world globe. Children are learning to develop their problem solving skills through good questioning from the childminder in their everyday play. For example, when drawing she asks them what shape they can draw. Children's personal and social development is promoted well. Young children are encouraged to practice putting on their shoes and socks and to feed themselves. They go to a local café and decide what they want to eat from the menu and this is then extended in role play as they make their own café at the childminder's house. Children are learning about the natural world as they plant

sunflower seeds and watch them grow and investigate a frog in the garden.

Children are given a choice of activities and resources and they can choose to play indoors or outdoors. For example, children play with construction toys and with musical instruments to explore their senses. They can choose to play with bikes and cars or use their imagination in the playhouse. They enjoy craft activities, with good support from the childminder, such as drawing, finger painting and sand play. They enjoy listening to stories each day and singing songs and rhymes to help develop their communication skills. Children generally behave well and the childminder has suitable strategies to deal with any unwanted behaviour. They are encouraged to share and to be kind to each other, which helps them to learn to socialise with others.

Children are provided with healthy, balanced and nutritious meals and snacks. For example, they enjoy fresh fruit, toast or vegetable sticks for snacks and they have a balanced cooked meal in the evening such as pasta, or meat and vegetables. They are able to take a drink when they wish, as the childminder ensures their individual cups are accessible at all times. Children learn about healthy eating as the childminder explains to them that fruit is good for them and talk about having five portions of fruit and vegetables each day. Good hygiene procedures for nappy changing and paper towels for handwashing limit the risk of cross contamination. Children's health is further promoted through good opportunities for outdoor play. They enjoy playing on bikes, cars and the slide in the garden and going on outings to toddler groups and the local park. Children begin to develop an awareness of keeping themselves safe; for example, they practise the emergency evacuation procedures and the childminder talks about safety in the home and road safety when on outings.

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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