

Inspection report for early years provision

Unique reference number	223663
Inspection date	30/01/2009
Inspector	Mary Anne Henderson
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 1991. She lives with her husband and two adult sons in a house in Shropshire. The premises are accessible from ground level. All downstairs areas of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet cat.

The childminder is registered to care for six children at any one time. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Currently she has seven children on roll who attend on various days of the week. The childminder is a member of the National Childminding Association. She has a level 3 National Vocational Qualification (NVQ) in Early Years Childcare and Education. The childminder is a member of the Shropshire Childminding Network. She has recently gained the 'Children Come First' quality assurance award. The childminder receives support from the local authority.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. The childminder's home provides a very warm and welcoming environment for children and their parents. The childminder recognises the uniqueness of each child, thereby ensuring inclusion is a priority. She works very closely with parents and other providers of the Early Years Foundation Stage (EYFS) to ensure children's needs are identified and met by all parties. Systems to evaluate the provision are excellent and meaningfully include all children and their parents. Also, there are extensive strategies in place to further improve the service provided.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- action identified areas for continuous improvement.

The leadership and management of the early years provision

Parents provide comprehensive detailed information on their child's individual routine and current stage of development which enables the childminder to ensure inclusion effectively for all children on roll. Information exchange includes two-way diaries and verbal exchange of information between the childminder and the parents. The childminder works very closely with the parents and other settings providing for the children in the Early Years Foundation Stage (EYFS), thereby further ensuring consistency, inclusion and continuity of care. Parents are made very welcome and are able to stay to settle their child into the childminder's home.

The childminder knows the children very well. She undertakes concise observations on the children, using the information to plan for the next steps in their learning and development. She also reviews the planning procedures on an ongoing basis. Records, policies and procedures implemented are comprehensive and ensure excellent outcomes for all children. Parents have free access to all policies, outlining the service provided and this is backed up through ongoing discussion. Improvement made since the last inspection ensures children's safety is very well maintained at all times.

Children's safety is a priority. Risk assessment is extensive, well recorded and reviewed and includes all outings undertaken by the children. There is a broad range of policies and procedures in place to ensure all children on roll are very well safeguarded. Self-evaluation systems are excellent, very detailed and include input from the children and their parents through discussion and questionnaires. Areas identified for continuous improvement are yet to be fully implemented. The childminder undertakes ongoing training in childcare and education to ensure her knowledge is fresh and kept up-to-date. Training includes subjects such as Makaton and working with children with disabilities.

The quality and standards of the early years provision

Children make excellent progress in their learning and development because the childminder realises and fully supports their potential. They form positive relationships with their peers and the adults around them. For example, they enjoy regular visits to the local toddler groups where they share resources and interact with various other children and adults. Children are confident and enjoy helping themselves to the vast range of activities and resources available at the setting. The resources are housed on low open shelves in labelled boxes. Areas are very well defined so children easily find what they want to play with. Children explore colour, texture, shape and form in two and three dimensions through using a range of arts and crafts resources to create their own work. They like to mix paint colours, paint and glue leaves they have collected and use their hands and other objects to make prints. Their art work and photographs are displayed on all walls within the play areas, thereby promoting their self-esteem and ensuring their sense of belonging is fostered. For example, children explore the internet for information about Chinese New Year. They identify which animal they are born under, make pictures and begin to write Chinese letters. Children have a wide range of opportunities for mark-making. They freely access pencils and crayons and they spontaneously write their own name. Younger children are supported by the childminder to achieve this. The children enjoy using dot-to-dot and colouring in sheets to promote their mark-making skills further. Other activities to support children's mark-making skills includes moving shaving foam and corn flour mix around the table top using their fingers.

The children show high levels of confidence and they enjoy the company of their peers during free play time. They confidently chat to each other and the adults, saying 'my hair keeps growing every day' and 'I don't live here, this is the childminder's house'. They continue to chat with each other as they involve themselves in role play activities, dressing up as doctors and showing care and

attention to the dolls and teddies. Children are competent with problem solving. For example, they enjoy using trains, noticing which have more or less wheels and which are small or big, long or short. They also notice numbers in various contexts. For example, they use and notice numbers during baking activities as they measure out ingredients. They also notice numbers on outings, such as numbers on cars and on houses and various numbers they see while visiting the local shops. They also explore problem solving and numbers as they use construction activities and puzzles. Children find out about their environment, identifying features and noticing the natural world. They do this on walks where they notice the wildlife around them, feed the ducks and discuss what they see. The children enjoy an excellent range of outings to places of interest which further extends their learning and development. For example, they like to visit the soft play barn where they competently use the large equipment to slide, climb and swing from. They also regularly visit the local park where they practise their climbing and balance skills, and enjoy running around in the fresh air. Other outings include travelling to explore mountains, valleys and streams in various areas of Shropshire. The children make the most of weather conditions, such as making snow balls and snowmen in the garden. Planning is adjusted by the childminder to make the most of spontaneous situations to further children's learning opportunities. At other time of the year, children notice insects and plants in the garden. For example, they make a worm farm, observe and care for the worms, then put them back in their own habitat. They also notice the various birds that visit the garden throughout the year.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, they are provided with healthy meals and snacks of fruit and drinks of squash and water throughout the day. They like to talk about healthy eating and the benefits of physical exercise on their body supported by the childminder. The children talk about keeping themselves safe. For example, they are beginning to learn how to cross the road safely using the Green Cross Code supported by the childminder and they are also regularly included in the fire evacuation procedures of the setting thereby raising their awareness of safety issues further.

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?	1
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?	1
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?	1

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?	1
How well are children helped to stay safe?	1
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.