

Inspection report for early years provision

Unique reference number	EY302250
Inspection date	26/01/2009
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 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 2005. She lives with husband and three children aged 15, 12 and eight years. They live in a house in Great Wyrley, near Cannock. Local shops and parks are within walking distance. The whole of the ground floor, along with the first floor bathroom, of the childminder's house is used for childminding. 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. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children under five years. She also offers care to children over five years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and attends local community facilities. She is working towards a Level 3 qualification in Early Years.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder implements effective procedures to ensure that children's welfare and learning is supported well, in a warm, caring environment. Documentation is well maintained and detailed and provides parents with clear information about their children's care. She creates a welcoming and inclusive environment in which all children benefit from the interesting range of activities. The childminder makes good use of self-evaluation to identify areas for development of her provision and shows a strong commitment to improving her practice through ongoing training.

What steps need to be taken to improve provision further?

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

- develop further the risk assessments for all type of outings and review the assessment before each type of outing
- develop further the observation and assessment systems to inform planning for each child's continuing development.

The leadership and management of the early years provision

The childminder has developed effective systems to monitor and evaluate the provision. For example, she has completed a self-evaluation on her service, and has identified areas of strengths and ideas for improvement. Parents have been encouraged to be involved with the evaluation of the provision through discussion and questionnaires. Children have been asked for their opinions about what they like doing at the childminder's house. This ensures that parents and children views are valued. The childminder is proactive in accessing training to help her to

continually improve her knowledge and skills. She has attended a variety of training courses such as, the Early Years Foundation Stage, child protection and first aid.

Children benefit from the childminder's implementation of a strong partnership with parents. Daily diaries are completed for young children and regular verbal feedback is given to parents of older children. Ongoing discussion, photographs and examples of their children's work mean that parents are well informed about what their children are doing each day. In addition, each child has a folder with observations the childminder has recorded to identify individual learning and development targets. However, these observations are not yet fully utilised to inform planning of individual next steps in learning, which potentially restricts progress. The childminder uses effective methods to gain information from parents about children's unique care needs such as dietary requirements, making active use of the information to provide individualised care. The effective maintenance of records, policies and procedures ensures positive outcomes for all children.

Children's welfare is promoted well within the home. The childminder has developed her knowledge of the Local Safeguarding Children Board's procedures and has a detailed policy including relevant contact details. This helps to protect children from harm and neglect. All areas within the home are safe and all equipment and toys are suitable and safe for all children to use. The childminder completes detailed risk assessments on the property, however, the risk assessments on outings do not cover all types of outings, which means children are not fully protected at all times.

The quality and standards of the early years provision

Children's learning and development is consistently promoted by the childminder. They learn how to keep themselves healthy because they have frequent opportunities for outdoor play activities and walks to the nearby park. They look at topics such as healthy eating and which foods are good for them and which should be eaten in moderation. Babies and young children have regular opportunities to socialise with other children as they visit toddler groups and other childminders and their children. They are taught to routinely follow the good hygiene practices, such as washing their hands before food and enjoy their nutritious healthy snacks and packed lunches. Children are helped to keep themselves safe as they understand safety rules, such as holding hands and looking and listening for cars when out walking.

The play space is well planned and arranged to enable children to choose and participate in a range of stimulating activities that meets their play and development needs. For example, they play with play dough and enjoy painting and collage. Children's self-esteem and well-being is fostered as the childminder ensures children have individual attention. She adapts her plans for learning and care to take account of children's starting points and likes and dislikes as discussed with the children and their parents.

Children are able to easily access a good range of toys and equipment and help

themselves to drinks which helps them to develop their independence. Numeric skills develop as they meaningfully use numbers with everyday tasks such as counting how many steps as they go to school and counting money when playing shops. They learn how to weigh and measure as they make cakes and biscuits. Children's communication, language and literary skills are developing well. They select books, to read during free play and they enjoy listening to stories read by the childminder. They are learning simple phonics as they sound out letters with the childminder. They have regular opportunities to practise their mark making as they can access writing materials whenever they wish.

Children enjoy activities to develop their understanding of the wider world. They celebrate festivals such as Chinese New Year and enjoy making Chinese lanterns and tasting Chinese food. They play with toys and books that reflect positive images of diversity to help them value other people. They discover the natural world as they watch the birds feed in the garden and go out in the snow and look at the patterns made by their footprints.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.