

Inspection report for early years provision

Unique reference number	223803
Inspection date	12/01/2009
Inspector	Olwen Pulker
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 1995. She lives with her two adult children in Bridgnorth, Shropshire near to local shops, parks and schools. The whole of the ground floor and one room on the first floor are used for childminding and there is a fully enclosed garden for outside play. The house is easily accessible and there is a bathroom on the ground floor.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding 13 children all of whom attend part-time. The childminder walks to the local school to take and collect children. She attends the local carer and toddler group and meets with other childminders on a regular basis.

The childminder supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder promotes good outcomes for children in all aspects of the Early Years Foundation Stage. Children are happy and settled in a safe and secure environment where they are all offered a balanced range of adult-led and child-initiated activities. The childminder works closely with parents to ensure all children's specific needs are met. She is developing her understanding of the Early Years Foundation Stage and meets the specific legal welfare requirements. The childminder continuously reflects on her practice and identifies the main area for improvement as being the further development of written observations, assessments and planning.

What steps need to be taken to improve provision further?

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

- continue to develop effective systems for observational assessment and planning for each child's continuing development.

The leadership and management of the early years provision

Children's care, safety and welfare are promoted well as the childminder continues to update her professional skills through attending training workshops, for example, Food Safety and Child Protection. She also attends workshops on the Early Years Foundation Stage and has gained a CACHE Level 3 certificate in Childminding Practice since the last inspection.

Well-maintained records, policies and procedures are shared with parents and

support the childminder to promote positive outcomes for children. The childminder provides a friendly and relaxed environment for parents and children and this helps to ensure that children's individual needs are met on a daily basis. She liaises with other settings which the children receive education and care, sharing relevant information about their current achievements to ensure continuity and coherence. Verbal reports, the sharing of daily diaries and files containing examples of the children's work, development and assessment charts keep parents well informed and contributes to their involvement in their children's learning at home.

Children's welfare and safety is well managed within the home. The childminder protects children from harm or neglect as she has a clear understanding of the Local Safeguarding Children Board's policies and procedures. Safety equipment is suitably located to promote children's safety. Risk assessments have been undertaken to ensure children remain safe during activities both inside and outside the home. The childminder maintains a first aid qualification and has a fully stocked first aid pack always at hand so that she is able to deal efficiently with minor injuries.

The childminder continually monitors and evaluates the provision to ensure that improvements are made where necessary. Views of parents, children, the local Early Years advisor and other childminders are carefully considered as part of this evaluation. Recorded comments show that parents value highly the good standard of care and learning given to their children.

The quality and standards of the early years provision

Children's welfare, learning and development is effectively promoted by the childminder. Children learn how to keep themselves healthy because they have frequent opportunities for both physical and outdoor play activities. They are taught to routinely follow good hygiene practices, such as washing their hands throughout their daily routines and are provided with paper towels to dry their hands thus reducing the risk of cross-infection. Children eat well, enjoying both the cold snacks and cooked meals provided by the childminder. They gain an understanding of the importance of a healthy diet as they talk about different foods and their nutritional values with the childminder. Children become involved in the preparation of meals as they beat the eggs for making omelettes and make simple treats such as chocolate crispies. They are helped to keep themselves safe as they learn how to use play equipment correctly and how to cross roads 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 meet their play and development needs. The childminder ensures that a good range of activities and play equipment are available to promote equality of opportunity.

Children's individuality is celebrated and promoted through the childminder's good understanding of child development and relationships with parents. She plans simple, yet interesting activities that are adapted to each child's knowledge and

understanding of the subject and takes into account children's personal interests. This enables the children to maximise their learning whilst helping them to feel engaged and fulfilled. Individual development charts are used to record babies and toddlers progression. The childminder is beginning to develop suitable systems for recording observations and assessments of what children can do, relating to the six areas of learning.

Children are able to independently access a range of toys and equipment to help them make good progress in their personal, social and communication development. Numeric skills develop as they meaningfully use numbers in their play and during their daily routines. For example, children count fruit and vegetables into bags when shopping. They begin to recognise the value of different notes and coins as they are given the responsibility for paying at the till and receiving change. Children visit the library for story time and to borrow books of their choice. Examples of children's work show that they are becoming competent at writing their names and engage in a wide range of creative activities. They are fascinated to see patterns produced when a wet painting is spun in a salad spinner or when they use cling film to spread the paint. Children develop their imagination in role play; they enjoy dressing-up and having a sheet spread over the dining table so they can use the area as a den. They take part in a variety of activities linked to those taking place in nursery to further promote their understanding of the wider world.

The children have an excellent relationship with the childminder who regularly praises and congratulates them on their progress and achievements to develop their confidence and self-esteem. House rules help children understand boundaries and staying safe. The childminder encourages children to share and play companionably together and to be mindful of others' feelings.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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.