

Inspection report for early years provision

Unique reference number	209356
Inspection date	14/01/2009
Inspector	Shirley Amanda Wilkes
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 1997. She lives in a detached house with her husband and two children aged 15 and 13 years. The house is situated in a cul-de-sac close to Stafford town centre. Childminding takes place on the ground floor of the premises; access is gained via a flat path and one step into the property. There is a fully enclosed garden for outside play. The family has a cat and a guinea pig.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children, three of whom may be in the early years age group. There are currently three children on roll, all of whom are in the early years age group.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Children are included in all aspects of the childminder's day. She knows the children in her care exceptionally well and fully utilises her knowledge and expert practice to encourage their self-confidence and self-esteem. The effective implementation of policies and procedures, helps to ensure children's safety. The children are able to progress successfully in their learning and development since the childminder puts effort and thought into planning their day and to sensitively observing their play. Good strong relationships between the childminder, parents and carers and links with other schools and pre-school groups ensure all children's specific needs are met successfully. Self-evaluation is in place, however this does not yet identify her strengths and weaknesses in all areas .

What steps need to be taken to improve provision further?

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

- continually look for ways to improve the quality of the learning, development and care offered.

The leadership and management of the early years provision

The childminder's home is appropriately organised and gives the children opportunities to become independent. The daily routine meets children's needs and promotes their welfare. All required documentation is in place. The childminder has developed policies and procedures and these work in practice to promote children's health, safety and ability to make a positive contribution. She has a thorough knowledge of her safeguarding policy and understands the procedures to follow if she had any concerns about a child in her care.

The childminder has developed and implemented very effective written risk

assessments, which are reviewed and up-dated regularly. As a result, children are safeguarded at all times. The childminder has put procedures in place for monitoring and evaluating the setting however this does not identify her strengths and any areas for improvement. Parents write about their satisfaction with the childminder's care and the childminder builds effective partnerships with them.

She attends regular training to further develop her childcare practices. The childminder embraces the concept of inclusion and promotes this through children's everyday experiences. Children value diversity as they have access to a wide range of play materials, play opportunities and activities that reflect disability, diversity and acknowledge cultural differences. The premises are clean and well maintained. The childminder listens attentively to children and responds appropriately, welcoming and respecting their suggestions and ideas and ensuring they are acted upon to plan future activities.

The childminder actively promotes good hygiene practices to minimise the risk of cross infection. Previous recommendation's to ensure that hazards within the home are protected and that children are unable to leave the premises. Also the childminder now ensures that a current first aid certificate is maintained. All of which ensures children's safety.

The quality and standards of the early years provision

Children are cared for in a warm and loving environment, where they are making excellent progress in their development. There is an superb emphasis in the weekly routine on trips outside the home to local groups where children gain valuable social interactions and the childminder links with other professionals. The childminder successfully incorporates the new Early Foundation Stage framework into her work. She makes extremely good links between what the children are doing and their stages of development towards the early learning goals and she plans how to help them onto the next stage of learning. This ensures her support is individual to each child and values their differences. Children are able to select freely from the large and varied range of well-organised toys, activities and equipment suitable for their individual needs. Suitable furniture is provided to enable children to enjoy table-top activities and eat snacks and meals together, and a comfortable sofa is used for reading books together and relaxation. Children are very confident and comfortable in their relationship with the childminder. The childminder ensures children are fully stimulated, extending their skills appropriately to keep everyone interested and busy throughout the day.

Children's are making excellent progress and developing a positive, enthusiastic attitude towards their learning. They confidently choose the toys they wish to play with and the childminder engages with them at their level to support them in their play. The childminder further enhances children's learning encouraging them to find out about the world around them. For example, she takes the children on an outing to visit a narrow boat following on from their favourite television programme. The childminder is skilful in extending activities for all ages to enjoy following on with activities for example, having the chimney sweep to visit after children enjoyed theme around the Three Little Pigs story. Children enjoy plenty of

support to their language development and understanding of early number from various activities, for example, when weighing and measuring when baking. Children enjoy an excellent range of both indoor and outdoor physical activities that contributes to a healthy lifestyle. They access larger static equipment in warmer weather or at playgroup and enjoy musical instruments and music and movement sessions.

Extremely well-organised systems are in place for observation; planning and assessment which clearly show the next steps in children's learning. As a result, children are making notable progress, and this helps them to develop the necessary skills for their future personal growth and development. Aspects of children's care, routines and progress towards the early learning goals are shared with parents verbally and with detailed written information. This contributes to parents becoming involved in their children's progress.

The childminder manages children's behaviour appropriately. She speaks to the children in age-appropriate language about being kind to each other and sharing toys and how to handle resources. This helps them develop an awareness of respecting each other and learning to be friends.

Children are encouraged to develop their self-help skills as they learn where different equipment is stored and use the toilet independently. The childminder promotes good hygiene routines through her personal procedures when storing, preparing, cooking and serving the food the parents have provided for their child. She ensures all food provided is healthy for the children, offering advice if required to encourage healthy eating.

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.	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?	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?	2
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?	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

There have been no complaints 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.