

Inspection report for early years provision

Unique reference number	EY304478
Inspection date	23/03/2009
Inspector	Sue Anslow
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 her husband and three children aged 14, 10 and six years, in Gnosall, Stafford. The childminder's home is situated in a rural area close to local schools and within walking distance of shops and a park. The whole of the childminder's house is used for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children under five years and one child over five years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder holds an appropriate childcare qualification and is a member of the National Childminding Association. She takes and collects children from the nearby school and attends other local play facilities during the week.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children enjoy their time with the childminder and make good progress in their learning and development. The wide range of interesting activities, both indoors and outside, meet all children's needs and keep them actively and happily engaged. Effective links with parents, schools and other agencies ensure children progress well in all aspects of the Early Years Foundation Stage. All children are welcomed and included in appropriate activities which help them understand and appreciate the wider world. The childminder works towards improving the play experiences for children of all ages and is in the process of setting up systems for evaluating her childcare practice as an ongoing process.

What steps need to be taken to improve provision further?

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

- help children understand and value diversity, particularly disability, through the provision of appropriate resources and activities
- ensure the attendance register is up to date at all times
- continue to self evaluate the childcare practice in order to highlight strengths and areas for improvement.

The leadership and management of the early years provision

The childminder is focused on helping all children make good progress in their learning and development, whilst promoting their welfare to the best of her ability. Daily routines and play resources are organised effectively, enabling children to help themselves to whatever they want to play with. Safety and security is

promoted well and children are reminded not to enter the kitchen when the childminder is preparing meals. Written risk assessments have been carried out on the home, the garden and venues for outings, in order to keep children safe at all times.

The childminder encourages parents to share their knowledge of their children's characters, preferences and interests so she can plan appropriate activities and outings. Good communication links are in place between home, the childminders and school, ensuring messages are passed on and any concerns discussed. A file of written policies and procedures inform and reassure parents of the childminder's commitment to good practice. The childminder keeps up to date with relevant advice and guidance through attending relevant courses and workshops and meeting up with other childminder's at local toddler groups..

The childminder holds a childcare qualification and is familiar with The Early Years Foundation Stage framework. She prioritises each child's individual development and makes regular observations of their development in all areas. Photographs are taken and the accompanying notes inform parents what their children are learning and how the childminder will move them on to the next stage when they are ready. The childminder is aware of her strengths and areas needing improvement. Recommendations following the last inspection were put in place immediately.

The quality and standards of the early years provision

The childminder provides a wide range of stimulating play activities each day, in order to promote learning and enjoyment for children of all ages. The daily routine includes walks to and from school and sometimes a visit to a local toddler group, the library or the park. In this way children enjoy social contact with other adults and children and learn something of their local community. Activities are based on the childminder's observations of what children like to do, with appropriate comments or guidance to help them understand and improve their skills. Children are introduced to nature and animals through their outings and occasional visits to a farm. They grow cress and sunflower seeds, keeping charts on how much they have grown and how many times they need to be watered. Children understand something of different cultures through appropriate resources and activities. However, no resources reflect people with disabilities, which limits children's understanding in this area.

Children are encouraged to develop their self help skills by helping to set the table for snacks and wiping the slide and seesaw so they can use them indoors. The childminder incorporates learning into every day activities so children begin to recognise and name letters, colours and numbers. Children compare their different heights on the wall chart and count how many cornflakes are left in their bowls. Creative development is promoted particularly well as children use lots of natural materials to play with, create pictures or build models. They thoroughly enjoy sitting in large cardboard boxes playing any number of different imaginary games and they have fun accompanying their songs with the shakers they make out of dry pasta inside sealed tubes.

Children enjoy and benefit from close, warm relationships with the childminder, enabling them to make requests or ask questions with confidence. They choose what they want to play with and the childminder is happy to sit back or join in with the games as required. For example as children started to play with the baskets of toy food, pretending to go to the shops, the childminder found the cash register and a box of toy money for them to incorporate into their game. The childminder encourages an interest in books and stories, taking children to visit the library regularly. Lots of chatting together whilst playing helps children learn new words and activities, such as blowing bubbles or pretending to blow their nail varnish dry, help children control their breathing and thus aid clear speech.

Children's health and welfare requirements are met very well. They enjoy healthy meals and snacks during the day and have constant access to drinks. Good hygiene routines are encouraged and any sickness or injuries are managed well. Appropriate praise and attention from the childminder ensures children behave well as they learn to respect each other and the environment. All children are included in all games and activities, according to their age and abilities, and each individual is made to feel special with their qualities encouraged. Ample space and easy access to safe and suitable toys and equipment enables children to choose what they want to play with and enjoy freedom of movement around the home and outside into the garden.

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

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.