

Inspection report for early years provision

Unique reference number	205071
Inspection date	25/03/2009
Inspector	Donna Stevens
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 1983. She lives with her husband in a house in Kidderminster. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have no pets.

The childminder is registered to care for a maximum of eight children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently five children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association and an active member of the local childminding group. She is accredited to receive government funding for two, three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good with some outstanding aspects. Children's learning and development is extremely well-promoted by the childminder as they take part in an exciting and purposeful range of high-quality activities that they thoroughly enjoy. She works closely with parents and carers to ensure that her practice is fully inclusive and takes into consideration children's individual needs, likes, dislikes and interests to ensure that their welfare needs are met. The childminder is committed to maintaining good quality service for the children she cares for and takes positive steps to continue to improve the provision.

What steps need to be taken to improve provision further?

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

- provide further opportunities, working with parents and carers, for children to continue to develop their understanding of healthy living, in relation to diet and personal hygiene.

The leadership and management of the early years provision

Children benefit from the childminder's commitment to continuously improving her practice by attending training and keeping up-to-date with current developments in childcare. She has recently completed an National Vocational Qualification 3 in children's care, learning and development and regularly attends workshops and short training courses. This knowledge of child development and childcare practice has enabled her to successfully implement the Early Years Foundation Stage. She successfully evaluates her practice using both the Ofsted self-evaluation process

and has just been re-accredited in the National Childminding Association quality assurance scheme. These systems allow her to review and improve the range of activities and opportunities currently enjoyed by the children.

Partnerships with parents and carers are good and valued by the childminder. They are kept informed about their child's day through informal discussions at the end of each day and parents will often text the childminder throughout the day to check on their children's well-being. Parents are also provided with discs of photographs of the children enjoying themselves, regular newsletters and copies of observations made of the children and their individual 'Learning Journeys'. The childminder has recently completed a bronze award in healthy living and now plans to move on to the silver award. This involves completing activities with the children to encourage healthy lifestyles. She now hopes to include parents in this process as parents currently provide the children's lunchtime meal.

Children's welfare is safeguarded as the childminder ensures that her home remains safe, suitable and child friendly. Risk assessments for both the home, garden and regular places that the children visit, such as childminding groups and local parks and Forest, have been completed and allow the childminder to pinpoint possible areas of risk and take necessary precautions. The childminder has a good understanding of child protection issues, has attended training in this area and has a safeguarding policy in line with local guidance.

The childminder has developed a range of policies and procedures which reflects the good care provided. Parents are provided with a copy of these on disc, and on paper if they do not have access to a computer. As the childminder makes changes to these she ensures that parents are also updated providing them with a clear understanding of the expectations of themselves, their children and the minder. Paperwork is well-organised and all required written documentation is in place, regularly updated and available to share with parents.

The quality and standards of the early years provision

The childminder's organisation of the learning and development opportunities for the children are outstanding and allow the children to make excellent progress towards the early learning goals in all areas of their development. They are provided with extensive opportunities to enjoy a well-balanced range of activities both in and out of the home. The children spend most mornings at childminding groups where they are able to take part in more structured activities, enjoy free play with other groups of children, make friends and socialise. In the home they enjoy a good mix of structured activities and time to choose their own toys and initiate their own play. For example, children enjoy using their creative skills to decorate Easter bonnets and then decided they would like to build with the construction bricks. They directed their own play building towers and tracks and with the support and encouragement of the childminder were able to work at their own level.

Children enjoy exciting opportunities to develop their knowledge and understanding of the world around them. They regularly visit the local woods and

forests where they enjoy looking at nature, building dens and splashing in muddy puddles. Once a week they take part in sessions at a local Forest School where they learn safety in the outdoors and experience first hand how the elements effect nature. At home they enjoy planting fruit and vegetable in the garden. The childminder is skilled at developing the children's language, sensitive questioning during an activity of placing beans in a jam jar with kitchen roll and water encourage the children to think about what would happen when they were placed in the sun and how they would need to look after them over the coming weeks. She supports their learning with pictures showing how the bean would grow over the coming weeks and the children were animated and excited as they joined in with enthusiasm.

Opportunities to join in a range of messy activities with a variety of medium encourages children to explore and be inquisitive. As they use materials such as sand, salt, gloop and playdough they improve their dexterity and fine motor skills and begin to make simple marks leading to the skills needed for writing as they get older. Arts and crafts and role play allow children to express their feelings, be creative and use their imaginations to act out familiar roles. They enjoy singing and movement to music developing rhythm and extending their vocabulary as they sing familiar songs and rhymes. Children have excellent opportunities to develop skills for the future as they learn basic literacy and mathematical skills through there every day play. They count familiar objects, enjoy looking at books and stories, develop mark making skills as they draw and colour and through their play learn to count and the basic principles of addition and subtraction as they count more or less and sing number rhymes in sequence. Children are confident in using technology as they complete simple programs on the computer and take photographs of each other with a digital camera.

Children are extremely well-behaved, have good manners and are able to share and take turns. The childminder supports the children well as they learn to share and take turns and recognizes that it may take younger children some time to understand these concepts. She stands back and ignores tantrums, waits for children to calm down and then reintroduces them into the game praising them when they are able to share and wait their turn. Children develop a very positive attitude to other cultures and different ways of life. They sponsor a child in the Gambia, talking about how their own experience of childhood differs to that of children living hundreds of miles away. They learn to respect and understand other cultures as they take part in activities linked to festivals such as Chinese New Year and Diwali. The childminder actively supports children's learning in each area by sensitively observing their play, allowing her to identify their strengths and areas where they may need further support. This close observation of the children's play ensures that any issues can be identified swiftly and intervention form outside agencies sought if appropriate. Future activities are planned taking into consideration individual children's milestones, likes, dislikes and interests. This enables children to feel happy, settled and confident as they develop into independent and inquisitive learners.

Everyday activities such as practising the fire drill, picking up toys from the floor and crossing the road safely on the way to school allow children to learn to keep themselves safe. Older children are encouraged to be independent when taking

care of their personal needs and they develop good hygiene habits at meal times and when using the toilet. These principles could be extended to younger children, for example, washing their hands following nappy changing would make it part of their daily routine and develop habits ready for when they begin to use the potty or toilet. Daily walks to and from school and regular visits to the park provide children with opportunities for exercise and fresh air. They develop their physical skills as they use a range of climbing equipment and learn to move around natural materials.

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?	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?	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.