

Inspection report for early years provision

Unique reference number	223740
Inspection date	12/02/2009
Inspector	Juliette Jennings
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 1991. She lives with one of her adult children in a suburb of Shrewsbury, Shropshire, close to shops, parks, schools and public transport links. The whole of the ground floor of childminder's home is used for childminding. There is a fully enclosed garden available for outside play. She has tortoises and a rabbit as pets.

The childminder is registered to care for a maximum of six children at any one time, or eight children when working with an assistant, and is currently minding six children under five years. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups and local childminding groups on a regular basis. She is a member of the National Childminding Association and is qualified to Level 3 in early years childcare and education. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The extensive knowledge and expertise of the childminder allows and enables her to support children's individuality and uniqueness extremely well within a truly child-orientated, homely and caring environment. Excellent partnerships with parents and others is consistently strong and ensures that children's individual needs are met. Documentation is organised well and fully reflects the excellent practice clearly evident in this exciting and interesting environment. Clear and effective systems ensure children enjoy a safe, secure and exciting environment. Children's independence and self-esteem is fully promoted within an environment which enables excellent progress through valuable play opportunities and exciting experiences. The childminder has effective systems in place to ensure continued improvement and has highlighted areas that she would like to develop so that outcomes for children remain strong.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to reflect on ongoing practice using systems for self-evaluation in order to continually improve the already strong outcomes for children, particularly in relation to developing closer links with other providers.

The leadership and management of the early years provision

Systems for ensuring a safe and secure environment are extremely effective and ensure that children can confidently and happily explore in child-initiated play. The childminder ensures that visual safety checks are carried out on a daily basis, and this is further enhanced through the development of a detailed written risk assessment highlighting any safety issues within the setting. Systems are currently being developed to include safety checks on the wide range of outings offered within the written risk assessment. Supervision, along with security in and around the home, is good and ensures that children remain secure in the childminders care at all times. Extra care has been taken to ensure that the greenhouse in the garden is inaccessible to children and means that they can access activities such as growing plants and caring for the rabbit safely.

Ongoing access to enhanced training and strong links with other agencies ensures a solid and secure understanding of safeguarding issues. Procedures and policies are available and in line with Local Safeguarding Children Board guidance and reflect the experience the childminder has of working closely with children and parents. This means that any concerns about children's welfare can be addressed promptly and efficiently.

Children benefit greatly because the childminder secures a strong partnership with parents and this helps to provide a unique, individualised, quality experience for all children. Two-way communication systems include daily detailed discussions about what the children have been enjoying, notice boards with photographs, information about themed activities and detailed development folders which include photographs and evidence of children's work. This means that children can be cared for consistently, within a caring environment which fully supports ongoing progress in learning and development, in line with parents' wishes.

Ongoing access to a wide range of training ensures that the childminder continues to develop extensive knowledge and expertise in early years and childcare issues and reflect on her childcare provision to improve outcomes for children. This access to training works well in conjunction with ongoing self-reflection, which has highlighted areas of improvement to develop her service so that children continue to be well cared for and afforded excellent opportunities to make progress. In particular, the childminder wishes to develop links with other providers in relation to assessment systems. She has recently become an accredited childminder and has secure systems in place to observe, assess and plan for children's ongoing progress towards the early learning goals.

The quality and standards of the early years provision

Children enjoy healthy snacks and meals, or parents can provide packed lunches, which they enjoy in a social time sitting around the table, chatting about what they like and do not like to eat. They develop an awareness of how fruit and vegetables arrive on their plates because they enjoy growing vegetables and fruit in the better weather. They are able to begin to care for the environment and the world around

them because they are supported by the childminder to recycle items and care for the household pets. Children are able to take a drink when they wish because the childminder provides individual, age-appropriate water bottles and prompts younger children to take a drink frequently. Records and documentation are well maintained to ensure children's health needs are met.

Children enjoy spending time developing role play games with their friends and exploring the wide variety of opportunities enabled by the childminder. In particular children enjoy exploring and investigating a theme about Africa, which has developed from reading a favourite story into role play in a purpose made hut utilising a large cardboard box for the hut and a grass skirt for the roof. The childminder provides a wide range of interesting and exciting resources to further develop children's imagination in this theme, including animal themed dressing up clothes, artefacts, African style musical instruments, mask-making activities and listening to African music. This all helps children to thoroughly enjoy an exciting, interesting and motivating learning environment where their passion for imaginary play is fully involved in their learning. In particular, the childminder is good at acknowledging that children need time to develop this aspect of their play and knows when to sensitively support their play, when to redirect their play or when to simply sit back and observe the wonderful ideas that children explore in their role play.

A broad range of opportunities and activities are provided for children so that they develop a solid understanding of the world around them, including resources, equipment and pictures which represent positive images, and also access to an extensive variety of activities in the local community. These activities include trips to the local park, exploration of local countryside walks, and caring for animals at a local farm. In addition, the very close partnership with parents ensures that children's individual needs and routines are accommodated very well within this well-organised childminding space.

Children are encouraged to become independent learners, develop their self-esteem and confidence because they can readily make decisions about what they want to do when they are attending. The valuable ethos of learning through play experiences is fully supported by the childminder and she enables children to meet their potential by supporting them as individuals and recognising and valuing their comments and views. She encourages children to respect each other and supports the use of good manners in a caring, calm and friendly learning space.

The childminder's organises her home very well to enable children to choose what they wish to play with within a homely, caring and relaxed environment. They are supported very well in their choices because the childminder uses her considerable skills and extensive knowledge to help them extend their learning. An extensive range of toys and resources are readily available at low-level and children are able to access their favourite activities as and when they wish to. Children fully enjoy this excellent care and learning environment which is fully enabled by the exemplary practice of the childminder.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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.