

Inspection report for early years provision

Unique reference number	259036
Inspection date	09/02/2009
Inspector	Suzette Butcher
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2001. He lives with his wife, who is a co-childminder, and two children, aged 12 and 10 years in Oswestry, Shropshire. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children in the Early Years Foundation Stage (EYFS). He also provides care for children aged over five years and takes and collects children from local schools and nurseries. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and has a National Coaching Certificate.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a secure, enabling environment where the needs of individual children are the central focus. Children make good progress and enjoy learning about the world around them. The childminder's commitment towards continual improvement in the provision has a positive impact for children. Partnerships with parents are firmly established although they do not extend to other providers within EYFS. Children's welfare is fully safeguarded with good standards met throughout.

What steps need to be taken to improve provision further?

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

- extend effective partnerships to involve children's other providers within EYFS to promote the integration and continuity of care and education
- improve self-evaluation procedures to improve practice by regularly assessing the quality of the provision against challenging quality criteria.

The leadership and management of the early years provision

The strong partnership between the childminder and his co-childminder wife forms a firm foundation for children's enjoyment, learning and development and provides an effective management team. The childminders work collaboratively and have equal responsibility for the childminding practice. They share most roles, such as key worker responsibilities for each child. The childminder takes overall responsibility for maintaining appropriate records and required documentation. He also manages the effective weekly timetable for the collection and delivery of children in schools or nurseries. The opportunity for children to have a male role model enriches children's experiences and creates a friendly family environment where children's individual needs are met. Comprehensive training programmes

are followed to develop the childminder's skills in aspects, such as food hygiene or child protection. Improvements to the outdoor environment where the childminder provides a wealth of challenging and exciting opportunities. The childminders use basic internal review systems to identify and prioritise areas for improvement although this does not involve regularly assessing the quality of the provision against challenging quality criteria. Recent improvements to the outdoor environment extend the indoor enabling environment into the garden and provide a wealth of challenging and exciting opportunities. For example, a large play house is equipped with soft mats, tunnels and tents to offer physical play opportunities throughout the year. Records, policies and procedures are well organised and regularly reviewed to fully safeguard and include every child and their families. Robust risk assessments are recorded and reviewed for outings and the whole childminding environment

Parents opinions are highly valued. They comment that they appreciate the love and care their children receive in the 'happy, healthy' environment. Their children are described as given 'a head start with their learning and play activities, which are both educational and fun'. Partnerships with parents are good with clear policies and procedures readily available. Information about children's welfare needs and general progress is shared informally in daily chats and through the child's profile. Diaries are sometimes used to create a more effective two-way flow of information sharing with parents and actively involve them in their child's learning and development. Regular information is provided about activities undertaken by the children in photographs, wall displays and in their individual profile. Newsletters inform parents about forthcoming themes and events. However, procedures to extend effective partnerships to involve children's other providers within EYFS, such as nurseries or reception class, have not been identified. This restricts the integration and continuity of care and education and does not value the childminder's contribution and key role in children's learning journey.

The quality and standards of the early years provision

Children develop a strong sense of identity and belonging in the childminder's welcoming home. Low level resources and attractive displays of pictures, mirrors and photographs at young children's eye-level enhance their sense of well-being. Children confidently select their own activities and develop their own imaginative games within the well organised play environment. They eagerly share their interest with the childminder as they point to pictures or name favourite objects. Young children are confident communicators who happily chatter and use gestures and facial expressions to enhance their early speech and language skills. The childminder listens, watches and responds sensitively to children as they enjoy warm, supportive relationships. Consistent positive interactions enable children to feel secure and to thrive as they learn and develop independence and self-motivation. Inviting opportunities are available for children to explore new skills, practise and rehearse learning and make connections with other experiences. Toddlers begin to learn that their actions cause effects and experiment through trial and error as they push cars or press buttons to make different sounds.

The underpinning aspects of EYFS are successfully implemented to help children to fulfil their potential whilst they have fun. The childminder knows each child well. He successfully identifies their next steps in learning and development through regular discussion with his co-childminder and written observations on children's spontaneous play. Assessment information and the childminder's own knowledge and understanding of how children learn and develop are used effectively to plan the next challenges to stretch each child's learning, play and exploration. As a result, children are encouraged to build on what they already know and make good progress towards the early learning goals. This information is tracked in each child's profile which is available to share with parents and carers. Photographs of activities and user friendly symbols for the six areas of learning enhance information about EYFS.

Children are offered opportunities to develop skills that contribute to their future economic well-being. They have fun digging and planting trees or growing fruit and vegetables in the garden. Collaborative adventures increase their knowledge and experience of their natural environment when, for example, they look for insects, frogs or newts in wild garden areas. A laptop computer provides opportunities to develop their understanding of information technology. Safety aspects are highlighted to encourage children to learn about what is dangerous and how to keep themselves safe. Children learn to accept responsibility for their own personal hygiene because independence and clear procedures are strongly promoted for all their self-help skills. A choice of healthy, nutritious options are provided for snacks and meals.

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.