

Inspection report for early years provision

Unique reference number	505399
Inspection date	22/01/2009
Inspector	Diane Mary O'Neill
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 has been registered since 1999. She lives with her two children aged nine and 11 years old in a village in Bedfordshire. Access to the house is up a slight slopping drive to the front door as the house is set back from the road. The childminding area is the playroom and cloakroom on the ground floor. Access to the rear garden is through the kitchen. The lounge is not used for childminding and there is supervised use of the kitchen for meals. The first floor of the premises is only used to provide a sleep area for a child in a travel cot in the main bedroom. There is a fully enclosed outside play area.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the Early Years Foundation Stage. She is registered on the voluntary and compulsory parts of the Childcare Register. The family has a pet rabbit which is kept in a hutch in the garden and a dog. She is able to support children with learning difficulties and/or disabilities and who have English as second language.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children make good progress in their learning within the Early Years Foundation Stage. However, procedures to challenge and further children's next steps are not yet fully in place. There are effective procedures in place which promote inclusive practice, safeguarding children and ensure their safety and well-being as well as taking account of their individual needs. The childminder has good systems in place to reflect and monitor her performance and continues to make improvements within the care and learning she offers children. There is an excellent partnership between the childminder and parents as they work together to ensure all the needs of the children are met.

What steps need to be taken to improve provision further?

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

- enhance planning to extend children's learning opportunities and progress towards the learning goals.

The leadership and management of the early years provision

The implementation of an effective and robust safeguarding policy along with up to date guidance enables the childminder to have effective procedures in place for identifying if a child is at risk of harm. Therefore children are well protected from harm. The childminder has implemented a system in which she is able to monitor and evaluate her practice and ensures that improvements are made where

necessary. The childminder has worked hard to address recommendations made at the last inspection and has devised a robust complaints procedures which is fully shared with the parents.

The childminder is extremely organised with regards her documentation. She has organised files for her policies and procedures which she readily shares with the parents enabling a good two-way flow of information. She has devised photograph albums for all the children as well as observation and assessment records for all children on the Early Years Foundation Stage. The childminder openly shares the children's developmental records with the parents, which enables them to be kept fully informed about their child's welfare and progress as well as opportunities to further continue their children's learning at home.

The childminder is committed to furthering her own development through attending refresher training courses, for example, she has recently gained an NVQ level 3 in childcare. This commitment to training and improvement in her own learning and development enables the childminder to offer a high standard of care and welfare to children.

The quality and standards of the early years provision

Children make good progress and show positive attitudes to learning as the childminder offers a wide variety of fun and well planned and organised activities. Children's achievements are celebrated by photographs within their individual scrap books which are shared with their parents. Children are excited as they listen to music and clap along. They enjoy exploring a range of tactile toys and show glee as they make a shaker with bells on to make sounds along with the music. Children have their learning very well supported by the childminder, for example, educational type posters are on display and children have easy access to the toys which enables them to make informed choices. To develop their physical skills children go to the local parks to use the different play apparatus. They confidently use different tools such as digging with spades in the snow. Children develop their numeracy skills through taking part in counting songs, through daily verbal counting of objects, they learn basic problem solving through doing jigsaw puzzles and very young children enjoy matching shapes with those of the shape sorter. Children's communication and language skills are excellently supported as the childminder chats with the children daily about what they are doing and asks them questions. They can easily access books as well as having structured story time within the daily routine.

Children have good opportunities to develop their knowledge and understanding of the world, through activities that enable them to use tools and a range of materials especially when doing art and craft work. Trips out within the local community help them learn about their locality and other's worlds. Trips to the library and topics which include different festivals also support them in their learning. Children who may have learning difficulties and disabilities are fully included in the childminder's care as she is able to offer packages of care which help support the children and their families. Children's learning opportunities are further expanded as they go on trips to the park, local toddler groups, museums and library which give children

different play and learning experiences.

Children's progress is suitably tracked through the use of observations and assessments. This is achieved through the use of photographic and written evidence which the childminder openly shares with the parents. However, the assessment process is not yet used to its full potential to further challenge children's learning and development to help their progression towards the early learning goals.

Children's health, safety and welfare are of high priority to the childminder who takes effective steps to meet their individual needs. Children learn about keeping themselves well and safe as well as learning to respect one another through guidance and support from the childminder. For example, the childminder provides healthy snacks and works with the parents to ensure their packed lunches have healthy options included. She ensures they receive fresh air and exercise through playing out in the garden and trips to the local parks. Children learn about sharing and taking turns within their play and everyday activities. Policies and procedures effectively document the childminder's practice. The use of risk assessments ensures that children are safe both inside and outside when in her care. Children's welfare is further enhanced by the childminder holding an up to date first aid training certificate and having relevant documentation in place to support her practice.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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.