

Inspection report for early years provision

Unique reference number	223714
Inspection date	12/03/2009
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 1995. She lives with her husband and two adult children in a suburb of Shrewsbury, Shropshire, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, though the bedrooms are only used occasionally. There is a fully enclosed garden available for outside play. She has a dog and some fish as pets.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three 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 on a regular basis. She is a member of the National Childminding Association and receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Extremely strong and effective partnerships with parents, as well as excellent links with other providers and agencies enables the knowledgeable and experienced childminder to support children's individual needs in an excellent manner, within an inclusive, caring, homely and child-orientated environment. Excellent systems for reflection and self-evaluation mean that the childminder is constantly reflecting on and improving the provision so that outcomes for children are consistently of a very high standard. This is further evidenced in the ongoing access to a wide range of extensive training, advice and support from other agencies and a commitment to continually develop the provision for children. Detailed, extensive and thorough policies and procedures are fully implemented to ensure that children's individual needs are sensitively nurtured so that they can progress and develop securely in a safe, caring, homely and exciting environment.

What steps need to be taken to improve provision further?

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

- consolidate the systems for linking ongoing observation and assessments to the development matters stages in order to continue to support children's very good progress towards the early learning goals.

The leadership and management of the early years provision

Children benefit from a consistently maintained, strong and effective partnership with parents and other providers. This means that the childminder knows the children extremely well and can therefore meet their individual care and development needs in an exemplary manner. Systems for two way communication include detailed daily discussions about what the children have been enjoying, notices with photographs, daily diaries and comprehensive development folders which include photographs and annotated evidence of children's work.

Access to a wide range of relevant training, alongside regular support from the local authority, means that the childminder successfully builds on her extensive experience and expertise in Early Years and childcare issues and this allows her to continually improve outcomes for all children. In addition, ongoing self-reflection and formal systems for self-evaluation have enabled her to highlight areas of improvement so that her childminding practice continues to afford children excellent opportunities to develop and make very good progress. In particular, the childminder has highlighted a need to consolidate her already thorough formal assessment systems to fully utilise the Early Years Foundation Stage development matters stages.

Children enjoy exploring and developing their play in a safe and secure environment, because the childminder is very aware of implementing excellent procedures for daily safety checks and ongoing risk assessments. Supervision, along with security in and around the home, is very good and ensures that children remain secure in the childminders care at all times. Regular outings are thoroughly enjoyed and the childminder has developed comprehensive risk assessments to ensure that these outings can be safely accessed by all children. Detailed procedures and policies are available and are in line with Local Safeguarding Children Board guidance. In addition, safeguarding training is accessed regularly so that any concerns about children's welfare can be addressed promptly and efficiently.

The quality and standards of the early years provision

Children are engaged in a broad range of opportunities within an environment which fully supports child-initiated learning. The childminder is very good at responding to what individual children are focused on and interested in and supporting them in this learning choice. She is good at seeing opportunities to extend children's learning and uses spontaneous activities well to do this. This is fully supported by an effective system for ongoing assessment and planning, with areas for development highlighted on an individual basis.

Children spend considerable time developing role play games using Small World people, fitting shapes into shape sorting toys and reinforcing their colour recognition with good support from the childminder. They question why things happen, listen carefully to descriptions of what is happening around them and show independence within aspects of the routine. The childminder provides a wide

range of interesting and exciting resources to further develop children's imagination and this encourages children to become fully involved in a very child-led environment. In particular, the childminder is good at supporting children in their freely chosen activities and recognises the importance and value of learning through play, particularly in relation to social skills.

Children are encouraged to learn independently and develop their self-esteem and confidence because they are entirely supported by the childminder to be involved in decision making. The ethos of learning through play is valued and the childminder supports children to meet progress very well by supporting them as unique individuals and working in close partnership with parents, extended families and other providers.

Excellent organisation of the childminders home ensures that children's needs are met within a homely, caring and child-orientated space. An extensive range of toys and resources are readily available at low-level so that children are able to access their favourite activities as and when they wish to. Children are afforded excellent care and learning experiences which are fully enabled by the childminders exemplary practice.

Children enjoy healthy snacks and meals which they enjoy in a social time sitting around the table, chatting about a variety of things and developing their good manners. Children are able to take a drink when they wish and are offered drinks regularly within the routine. They enjoy outdoor activities and go for frequent walks, enjoy developing their physical skills in local play areas and relish their time exploring or simply watching the garden birds in the childminders good sized garden. Records and documentation are well maintained to ensure children's health needs are met.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- obtain a qualification at a minimum of level 2 in an area of work relevant to childcare, or access training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce'. (Qualifications and Training) 30/09/2009

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.