

Inspection report for early years provision

Unique reference number	EY379016
Inspection date	13/05/2009
Inspector	Jayne Rooke
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 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 2008. She lives with her husband, two adult children and one child aged 12 years in a residential area of Branston Staffordshire. There are shops and schools within walking distance of her home. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. Children are taken on outings to the park and other community groups and activity venues, including a local carer and toddler group. She takes and collects children from the local school and pre-school. The family have a rabbit, a tortoise and a guinea pig.

The childminder is registered to care for four children at any one time. There are currently five children attending who are within the Early Years Foundation Stage (EYFS). The childminder also cares for two children aged over five years to eight years. The provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

The childminder has procedures in place to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. There is level access to the premises and the toilet on the ground floor. The childminder receives support from the local authority and other childminding support groups.

Overall effectiveness of the early years provision

The overall judgement for the provision is good. The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). Her well organised system of observation, assessment and planning is used well to ensure that all children enjoy their time in her home and make good progress in their learning and development. The childminder creates an inclusive and welcoming environment so that all children benefit from a wide range of activities. She accurately maintains all of the required documents and has attended most of the essential childcare training. She is fully aware of the strengths and areas for improvement within the setting and continuously reviews her practice to improve the experiences of the children who attend.

What steps need to be taken to improve provision further?

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

- develop further the assessment systems in order to match observations to the expectations of the early learning goals
- attend an appropriate training course approved by the local authority for meeting and putting into practice the requirements of the EYFS.

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. The childminder has a very clear understanding of all safeguarding children procedures and how to implement policies appropriately in order to protect children from harm and neglect. Children are closely supervised by the childminder at all times and all of the necessary vetting procedures have been completed. All of the required records, policies and procedures are well-maintained for the safe and efficient management of the setting. This successfully promotes children's safety.

The childminder is committed to improving her knowledge, skills and understanding of how young children learn and develop. She holds a relevant first aid qualification and identifies suitable training events to support her professional development. She has the necessary skills and experience in caring for babies and young children, but has not yet attended a training course approved by the local authority for meeting and putting into practice the requirements of the EYFS. However, the childminder continually reviews her systems to monitor and evaluate the provision to ensure that improvements are made where necessary. For example, she aims to further enhance children's progress and development by formalising her assessment records in line with EYFS guidelines and to establish regular routines for children to attend community activities at the local library. She builds strong and trusting relationships with parents and carers, valuing their contribution as partners in their child's learning. She maintains good links with other professionals and with local community services and schools. This ensures that children's needs are consistently supported by all those involved in their care.

The quality and standards of the early years provision

Children are provided with varied and exciting opportunities to investigate, explore and use their creativity and imagination. This ensures children make good progress across all of the areas of learning. For example, they use a wide range of art and craft materials to explore different textures and patterns and make sensory models such as a 'sun catcher'. Their creations are attractively displayed inside the home and in the garden. This helps to develop children's confidence and sense of pride. Children thoroughly enjoy sand and water play indoors and outside, providing further opportunities for them to explore using all of their senses. They learn how to care for pets and the natural environment, taking part in recycling projects and holding special responsibility for grooming and feeding the rabbit. Songs, rhymes and stories are used effectively to develop children's emerging language and numeracy skills as they talk about what they do and see and count the number of beads on a necklace and cups needed for snack time. Young children are excited by musical sounds and rhythms as they take part in 'clap and sing' sessions and play with action toys which help them to find out how things work. They are engaged and enthralled in their play and explorations as they use scarves to represent animal tails and have great fun trailing their tails behind them. They respond to individual attention with enthusiasm and giggles of delight as they play peek-a-boo games and dress themselves up using a variety of hats and bags. Children benefit from close and loving relationships with adults and each other. As

a result they learn to respect and value people's differences and similarities through stories, discussion and educational television programmes. Interesting themes and projects are devised to celebrate different cultural events throughout the year. This successfully helps children to develop their knowledge and understanding of many customs, traditions and beliefs and raises their awareness of people who are different from themselves. Children are encouraged to make choices and decisions from an early age as toys and equipment are easily accessible to them if they wish to make changes. They develop good coordination and balance skills as they practice their newly acquired walking skills and move freely between rooms and areas of play. They develop confidence and independence as they practise dressing themselves in their 'activity shirts' and outdoor clothes and use everyday technology equipment in their imaginative play. Visits to other pre-school and interesting activity groups outside of the home enhances their play and learning experiences. The childminder is skilfully engaged in children's play, encouraging them to express their ideas and communicate with confidence.

The childminder bases observations and assessments on what children enjoy and can do, taking into account their abilities when they first start to attend the setting. This ensures that activities are well planned and organised around children's individual interests and ideas. She observes children as they play, noting significant information to ensure that each child's needs are met and to plan 'targets' for future learning, although this information is not yet fully matched to the early learning goals. Planning records are clearly linked to each area of learning which successfully supports children's progress and development. Children and parents contribute to the planning process because the childminder respects their 'views', 'opinions' and preferences when organising routines, activities and outings. Detailed information about children's care, well-being and developmental progress is shared with parents and carers through daily conversation and communication books. Information about the interests and abilities of children who have diverse needs and are involved with other professionals is shared to promote consistency of care.

The childminder creates a safe and welcoming environment in which risk is effectively minimised. For example, all hazardous materials and equipment are stored securely so that they are inaccessible to children. Safety equipment such as stair gates are in place to prevent children's unsupervised access to areas of high risk. Children learn how to keep themselves safe through the daily routine and because the childminder helps them to understand the need for safety rules. As a result, children develop good knowledge and understanding of how to use toys and equipment safely and how to play safely when outside. Children learn about the benefits of a healthy lifestyle because they eat nutritious snacks and meals and take part in robust physical exercise. The childminder provides a wide range of activities and resources to help children stay safe, be healthy, enjoy and achieve, make a positive contribution, and develop skills that will contribute to their future economic well-being.

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

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Annex B: the Childcare Register

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

Met