

Inspection report for early years provision

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| Unique reference number | 101056 |
| Inspection date | 21/01/2009 |
| Inspector | Carole Elizabeth Price |
| 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 1999. She lives with her husband, and their three children aged 19, 17 and 14 years in a detached home in Abbeymead, Gloucester.

The whole of the ground floor is used for childminding. 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 12 children at various times across the week. She is also registered on the voluntary and compulsory parts of the Childcare Register. The childminder walks to the local school to take and collect children. The childminder attends parent and toddler groups and goes for walks within the local community. The childminder is a member of the Quality First childminding network.

Overall effectiveness of the early years provision

Children are happy and are making good progress. The childminder who is enthusiastic and committed to her role, has implemented a very thorough and effective observation and assessment system to ensure the planning of activities meets the needs of all individual children. She is aware of their likes and dislikes, and encourages children to choose for themselves. She ensures they have access to resources, activities and play equipment which interest them and builds on their learning and development. The childminder has effectively evaluated her practice and through this has identified her strengths and her areas for future development. She has attended appropriate training and demonstrates a desire to continue her professional development with future relevant training.

What steps need to be taken to improve provision further?

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

- ensure children's presence is recorded as they arrive and depart to accurately reflect their presence in the event of an emergency situation.

The leadership and management of the early years provision

The leadership and management of the provision is effectively organised. The childminder has worked hard since the last inspection to improve her practice. She has evaluated all areas and developed these successfully including developing an emergency evacuation plan which she practises with the children. As part of this children's daily attendance is recorded but not always as they arrive and depart, therefore the register does not always accurately reflect which children are on the premises at any one time and does not give an accurate record for emergency evacuation.

Partnership with parents is very good and effective systems are in place for the exchange of information. There is a clear informative notice board for parents as well as newsletters, daily diaries, learning journeys and daily verbal communication. A parents information pack is given to new parents which details policies and procedures, routines and an explanation of activities offered. Parents have complimented the childminder on the happy experiences they have with her. The childminder has formed links with schools where the children attend. She has good communication with the teachers and, together with parents, discusses how they build on children's learning and development.

Children are cared for in a safe environment where the childminder understands the need to keep children safe at all times. For example, sleeping children are placed in an appropriate environment and checked regularly. She has a full risk assessment of the premises which is regularly reviewed, and details any actions taken. A daily check is made to ensure the children are kept safe as they play and areas such as outings, walking to school and playing in the garden are regularly assessed. The childminder has a good knowledge of safeguarding issues. She has attended appropriate child protection training and has documentation in place to record any issues. She is very aware of the indicators of abuse and the steps to take to report any issues.

The quality and standards of the early years provision

The childminder has developed a very good knowledge of the Early Years Foundation Stage (EYFS). She has effectively developed systems for observational assessment which identify children's individual needs. She uses these assessments and her knowledge of the children's likes and dislikes to plan an interesting, fun range of activities for all the children in her care. She understands different stages of development and ensures appropriate resources are available. For example, she makes sure a child who is starting to pull themselves up on furniture, has appropriate facilities to practise skills and provides baby walkers to help the child with the next stage of taking steps.

The environment is well organised to provide space for play and areas for different activities. Children have independent access to a wide range of resources which are stored appropriately for their age. For example, baby toys in large open boxes on the floor, board games with small pieces away from the younger children but accessible to school age children. Children begin to learn to play together and take turns as they play board games, take part in cooking activities or use resources in the home. They talk about their homes, friends and events in their lives which help them to develop a sense of belonging and the wider world. For example discussions about the world wars and how this affected different groups of people. They go on outings to the nearby country park, visit the railway station or Gloucester docks and visit the Chinese restaurant.

Children access mark making equipment freely in the dining room where they can access pens, pencils and a variety of paper and craft activities. A range and variety of craft activities are organised so that all children can join in at their own level. Group craft activities are organised so children learn to work together, they can make models and try longer term projects such as papier mache which is done over stages. The childminder interacts very well with the children as they play,

ensuring there is good eye contact with children, smiling, happy faces and encouragement. She encourages children to talk by speaking clearly, talking with the younger children, reading stories, asking questions, explaining what she is doing and listening to them.

Children are offered a range of healthy meals and snacks. They sit together at the table to make snack and meal times a sociable occasion where they can discuss their day and interact with others. Healthy routines are in place such as effective and appropriate hand washing, cleaning of equipment and nappy changing. Older children learn about being healthy and making healthy choices through choosing snacks, cooking activities and talking about being active. Children are learning to keep safe as they discuss and practise road safety, learn how and why they practise the emergency evacuation procedure and talk about how their behaviour affects others.

Clear policies and procedures are in place for managing the children's behaviour. These are very positive and appropriate to the age and understanding of individual children. Parents are involved in this process to ensure continuity and consistency. The childminder is very aware of the needs of the children in her care. She discusses each child with their parents to ensure she meets individual needs of the children and their families and to ensure she has sufficient understanding of any specific needs. She is very proactive and positive in her outlook and understands the need for inclusion of all children.

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

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| 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

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| 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

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| 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? | 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? | 1 |
| 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

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| 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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.