

Inspection report for early years provision

Unique reference number	139247
Inspection date	15/01/2009
Inspector	Brenda Joan Flewitt
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 1992 and has worked as a childminder for over 20 years. She lives with her husband and one adult child. The whole of the ground floor is used for childminding, which includes a lounge, dining room, conservatory and toilet facilities. Sleeping arrangements are provided on the first floor. Both the front and rear gardens are fully enclosed and available for outdoor play. The family have two dogs, two tortoises, and two rabbits, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time. There are currently four children on roll in the early years age group. The childminder has gained the certificate in Extending Childminding Practice. She is a member of a local childminding group.

Overall effectiveness of the early years provision

Children are cared for in a well organised and welcoming family environment where they participate in a broad range of activities both inside and out. They learn through play and regular outings around the local area. The excellent partnership with parents contributes to the childminder knowing each child very well. Consequently, their individual needs are well met and they make good progress in their development. The childminder has effective systems to help her keep up to date with changes, and attends ongoing training to increase her knowledge and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the variety of sensory experiences for younger children by providing a wider range of natural and everyday objects and materials for them to explore.

The leadership and management of the early years provision

The childminder implements effective policies and procedures, shared with parents, that promote children's safety and welfare. She carries out risk assessments to ensure that children play in a safe environment, both in the home and when on outings. As the childminder updates her knowledge of safeguarding children regularly, she has a good understanding of how to recognise signs of abuse and the procedures to follow with concerns. Children's accidents and medication are well managed and all the required records to support children's welfare are in place and completed clearly.

The childminder establishes excellent partnerships with parents. She promotes friendly, yet professional relationships which benefit the children and support their development. Parents receive comprehensive information about the setting which includes written policies, newsletters and regular updates of children's activities, achievements and photos via email. There are daily opportunities for sharing information to meet children's individual needs both verbally, and by way of two-way diaries for babies. The childminder has made links with other settings that children attend, to discuss and plan their welfare and development.

The childminder continues to develop her role and update her knowledge through training such as 'Firm Foundations', 'Six Areas of Learning' and 'Observation, Assessment and Planning'. She has recently completed a self-evaluation document which has helped her to focus on strengths within her practice and consider areas to develop. As a member of a childminding group she has regular opportunities to discuss issues and share good practice. Children's safety when playing outside has improved, as the childminder has addressed the recommendation set at the last inspection, effectively.

The quality and standards of the early years provision

Children are happy, settled and secure in the care of their childminder. She offers a calm and caring environment where children develop confidence and make very good relationships with her and each other. The childminder encourages children to respect each other's differences. Older children learn to be patient with younger ones and to share in celebrating their achievements. Children behave well. From a young age they are clear about the boundaries and expectations within the setting, they learn to share and take turns and help pack away toys when they have finished with them. Children receive continuous praise and encouragement for effort and achievement, which helps boost their self-esteem and confidence. They develop independence skills in practical tasks such as using the toilet and hand washing facilities.

Children are involved in a broad range of activities and experiences which help them learn through play and everyday activities. They access a good range of resources which are well organised to allow them to select for themselves, according to their age and stage of development. Babies enjoy investigating a variety of toys including shape sorters, musical instruments and rattles. They sometimes explore materials such as dough, paint and glue. The childminder interacts positively as she supports children's play, encouraging and developing their language, helping them recall, solve problems and understand the world around them. Children learn about number and shape as they play and transfer these skills to everyday activities. For instance a two-year-old spontaneously counts out the number of sandwiches from container to the plate. The childminder is skilful at extending activities to further promote children's curiosity and knowledge. For example, following a child's curiosity during a story about a tadpole, the childminder compounds their understanding by offering small world models about the life-cycle. They recall a previous visit to the sea-life centre and make comparisons. The childminder is developing an assessment system which includes observations of children's interests, preferences and achievements. She

has started to use these to plan for their next steps in each area of learning, using Early Years Foundation Stage material as guidance.

Children's days include a good variety of outings where they meet other people, use an extended range of equipment and explore their local environment. Regular attendance at a toddler group and visits to the library encourage young children's social skills as they play along side children of a similar age and join in group activities. Walks with the dog and outings to places like farms and the sea-life centre foster children's interest in nature and animals. They learn about aspects of their own safety while out and about, as they practise safe routines for crossing roads and are made aware of their surroundings. All this helps children to develop a positive attitude to the world around them.

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?	1
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.