

Inspection report for early years provision

Unique reference number	101356
Inspection date	11/02/2009
Inspector	Saida Cummings
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 1980 and lives with her husband in a residential area situated in a village on the outskirts of Moreton-in-Marsh. There are parks, playing fields, leisure centres, daycare settings and schools within the locality. The childminder is able to take and collect children from local schools and daycare settings. Children are taken on local visits and outings. The family has two cats.

All of the property is used for childminding. Children have access to the front and rear gardens for outdoor play. The childminder has procedures to support children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The childminder is registered to care for six children at any one time and there are currently six children on roll within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association (NCMA) and has achieved Level 3 in the Quality First quality assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare is successfully promoted in a safe, friendly and homely environment. Their learning and development is very well promoted as they benefit from a wide range of stimulating and interesting planned and spontaneous activities. There is a clear focus on inclusion and the childminder ensures activities are adapted so that individual children are given many opportunities to participate at their own level. There are effective partnerships with parents and carers as the childminder ensures they are kept fully informed of their children's care arrangements. The self-evaluation system is still under development and is not yet sufficiently robust to ensure that the childminder is able to maintain continuous development in all areas.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system further to ensure the key strengths and weaknesses are identified and enables continuous improvements to be made.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing and ensure these are regularly reviewed (Safeguarding and promoting children's welfare).

06/03/2009

The leadership and management of the early years provision

Children's care is enhanced because of the childminder's knowledge and understanding of how young children learn and develop. She has completed a Level 3 qualification in childcare and is committed to developing her knowledge and experience. She has worked hard to develop her knowledge and understanding of the EYFS requirements and has introduced new ways of working to reflect this. Self-assessment is evident in her practice and the childminder has a clear vision for high quality and inclusive care. However, the process of monitoring and evaluation to see how well this is being achieved is still in its infancy. The policies and procedures are regularly reviewed and updated to reflect current good practice and legislation. The childminder ensures that her practice is fully inclusive by working closely with parents and carers to ensure that each child's individual needs, likes, dislikes and interests are included in their daily activities. She has developed excellent procedures for caring for any children with learning difficulties and/or disabilities. This includes liaising very closely with parents and carers and researching what is required to meet children's specific needs, which is implemented to enable them to develop at their own pace.

The effective partnership with parents and carers plays a key part in providing high quality care and education for individual children. They are provided with good quality information which details how the children are cared for and how they are helped to extend their knowledge and skills. This also includes useful information to encourage parents and carers to extend some activities into the home, such as a list of play dough recipes. The childminder has effective systems for gathering relevant information from parents and carers when children first start to ensure individual children's routines are adhered to. Children are safeguarded because the childminder has effective procedures for carrying out regular risk assessments and ensures any hazards to children are minimised. However, although she has appropriate systems in place for taking children on outings, she has not completed risk assessments for each type of outing to ensure children's safety is fully protected. The childminder has completed Safeguarding Children awareness training and is fully aware of the procedures to follow should she have any concerns.

The quality and standards of the early years provision

Children thrive in the childminder's caring environment and are progressing well in their learning and development. Their independence is developed and nurtured as they confidently make decisions about what they would like to play with. Children enjoy taking part in planned activities and are also able to instigate their own play by using the wide range of interesting and stimulating resources. They have many opportunities to explore and investigate, extend their imagination and problem solving skills. For example, they enjoy manipulating play dough, making different shapes and experimenting as to why round and circle shapes will roll and why square shapes will not roll. Children are encouraged to develop their language skills through relaxed conversation with the childminder and their peers. They all

join in with story telling sessions and spontaneously sing songs during their everyday routines.

The childminder has effective systems for observing children and assessing their progress. She successfully uses this information to help plan appropriate activities which ensures children are given every opportunity to move on to the next stages in their development. Children have access to an excellent range of resources and activities which promote positive images of diversity, such as listening to Arabic and African music whilst they play. They also have regular opportunities to take part in fun activities and themed days to make them aware of various cultural festivals and events. For example, they enjoy dressing up and making lanterns as part of celebrating the Chinese New Year. The childminder skilfully uses appropriate language to answer children's questions which arise during these activities. This enables children to talk about similarities and differences in a manner which is aimed at their level of understanding. As a result, children's positive attitudes to diversity through everyday activities are extremely well promoted which helps them to learn to value aspects of their own and other people's lives.

Children's good health and well-being is promoted very well as all children have daily opportunities for physical indoor and outdoor activities. They relish their time playing out in the fresh air which includes taking part in various local outings. For example, they enjoy going for walks to the local pond where they are fascinated by the wildlife, such as watching the dragon flies darting around. Children are provided with a variety of healthy and nutritious meals and snacks which are planned to ensure any special dietary needs are catered for. All meals are freshly prepared using organic ingredients and vegetables grown in the childminder's allotment. Children learn the importance of good hygiene through effective hand washing practice and the childminder has good procedures in place to ensure the spread of infection is minimised. They are kept safe as the childminder ensures they are supervised at all times and discussions are held about how they can keep themselves safe.

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?	1
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.