

Inspection report for early years provision

Unique reference number	EY375209
Inspection date	17/03/2009
Inspector	Teresa Evelina Lucas
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 2008. She lives with her husband, their two adult sons, their nine-year-old son and 21-month-old daughter. The whole of the ground floor and the childminder's son's bedroom on the first floor are used for childminding. The family have a rabbit.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children at any one time, two of whom may be in the early years age group. An exception has been agreed to allow the childminder to care for three children in the early years age group for four days a week. There are currently two children on roll in the early years age group, aged 16 months and four years. The childminder also cares for four children aged over five to 11 years.

She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder has an excellent understanding of each child's individual needs and interests and is, therefore, able to plan very effectively for their learning and development. Her extremely positive approach to inclusion ensures that all children feel valued and learn to respect others. The childminder has taken steps to maintain very good communication with parents and other provisions the children attend. This promotes excellent continuity of care and ensures that children are making extremely good progress towards the early learning goals. The childminder reflects on her practice on an ongoing basis and uses the self evaluation process to identify further improvements.

What steps need to be taken to improve provision further?

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

- consider labelling and dating photographs so that they can form part of ongoing records of children's progress and achievements.

The leadership and management of the early years provision

There are very clear safeguarding procedures in place which help to ensure that children are protected from the risk of harm or neglect. These include a clear understanding of the childminder's responsibilities to the children in her care and an up-to-date safeguarding policy which details the action to take if she has a concern. The childminder carries out regular risk assessments and keeps written records relating to these, as required. All other documentation necessary for the

safe and efficient running of the provision is accurate, well organised and is safely and confidentially stored. The childminder provides a high quality information pack for parents and carers which contains all her policies and procedures, including a complaints procedure. She further promotes excellent partnerships with parents by regularly exchanging information about the children's needs and their progress, through regular discussions and the use of contact books, examples of children's work and photographs. However, photographs do not currently form a fully effective part of progress records because they are not labelled or dated. The childminder also maintains very good liaison with other provisions the children attend, such as nursery and pre-school. This approach helps to ensure consistency and continuity of care, helps children to feel secure and ensures that they make excellent progress towards the early learning goals.

The childminder has an extremely positive approach to developing and improving her practice. She has started to use the self-evaluation process to identify areas for future improvement, such as further developing her knowledge of the Early Years Foundation Stage (EYFS). She has also introduced a parents' questionnaire so that parents can contribute their ideas about the provision and the childminder's practice. These measures help the childminder to reflect on current practice and identify any priorities for change. The childminder's planning and assessment arrangements fully reflect the learning and development requirements of the EYFS. As a result, she is able to plan activities around children's individual interests, as well as reflecting what they are learning at other provisions they attend. The effective use of observations across the six areas of learning supports planning and helps to identify the next steps in individual children's learning. In addition, the childminder is able to assess whether planned activities are helping children to make progress.

The quality and standards of the early years provision

Children greatly enjoy their time with the childminder because she makes them welcome and gives them lots of individual time and attention, as they learn through play and their own experiences. They are making extremely good progress because the childminder provides a stimulating child friendly environment where they are able to access a wealth of exceptionally well organised resources. These are clearly labelled and provide children with excellent opportunities to make independent choices. Children benefit from a varied routine that includes a balanced range of indoor and outdoor activities across the six areas of learning. Children's language development is extremely well supported. This is because, as they play, the childminder talks and listens to them, asking questions to make them think. Consequently, children are learning to communicate and express themselves and are gaining in confidence. They particularly enjoy choosing and looking at books and listening to stories with the childminder who introduces and explains new vocabulary and encourages them to explain what is happening in the pictures. Children benefit from excellent opportunities to express themselves imaginatively. For example, they have fun making cakes with the playdough and baking them in the play oven as they prepare for a party. As they play, they discuss how long the cakes will take to bake, how many people are coming to the party and how many cakes they will need. Consequently, they are beginning to

develop reasoning, problem solving and numeracy skills. They are learning about diversity and the wider community through a variety of activities and resources, such as activities around celebrations and special days, for example, St Patrick's Day and Chinese New Year. In addition, they benefit from lots of interesting outings and opportunities for physical play, such as visits to parks, the toy library, toddler groups and soft play area.

The childminder's warm and welcoming home provides children with a very safe and secure environment where they can play, learn and relax comfortably. The childminder effectively promotes children's welfare. For example, she has a clear understanding of safeguarding issues and is aware of the importance of regularly updating her training in this area. Thorough risk assessments, together with appropriate supervision help to promote children's safety indoors, outdoors and when going out. Children learn about safety issues because the childminder talks to them about how they can keep themselves safe as they play, for example, she reminds them to take care as they use the scissors. In addition, the children take part in regular fire drills and the childminder teaches them about risks to their safety when out and about. For example, she talks to them about road safety and stranger danger. The childminder promotes children's health and well-being very effectively. Children are learning about the importance of good personal hygiene because the childminder encourages them to wash their hands before they eat. She explains to them that they might have germs on their hands and that they must wash their hands so that they don't 'get germs in their belly'. Children also benefit from good access to the garden in most weathers and from the healthy food the childminder provides. Children are learning about healthy eating by making collages of the foods they like and dislike and discussions about which foods are good for them. Parents are involved in their children's care through regular discussions and record keeping systems. For example, all necessary parental consents, such as seeking emergency medical treatment and taking children out, are in place. Policies and procedures are very well presented in the form of a 'Welcome to our home' folder. Children are learning to behave well, share and care about each other. This is because the childminder acknowledges good behaviour and uses frequent praise and encouragement. For example, she praises them when they share the toys and encourages them to show good manners. As a result, children feel good about themselves and are learning right from wrong. The childminder shares her behaviour management policy with parents so that a consistent approach is maintained.

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
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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 registration.

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.