

Inspection report for early years provision

Unique reference number	223352
Inspection date	29/01/2009
Inspector	Deborah Ball
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 1998. She lives with her husband and their two children aged 15 and 11 years, in the market town of Leominster, Herefordshire. The ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local day nurseries and takes children to crèches and local amenities. The family have stick insects and goldfish as pets.

The childminder is registered to care for five children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provider is a Quality Assured Network Childminder and is a crèche worker for SureStart. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works very effectively to ensure that children are recognised and valued as unique individuals and works in close partnership with parents and other agencies to support the care, learning and development for all children. There are excellent systems in place to accommodate all children and their families in a fully inclusive, caring and supportive environment. Effective policies and procedures help to ensure that children are safeguarded whilst they enjoy child-initiated opportunities in an exciting, motivating and stimulating environment. The childminder has clear ideas about what she needs to do in order to continue to improve this very good service and to ensure that outcomes for children continue to be strong.

What steps need to be taken to improve provision further?

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

- implement the areas for improvement highlighted in the setting's self evaluation to continue to improve outcomes for all children.

The leadership and management of the early years provision

The childminder's home is well-organised and offers a home from home environment where children are settled and content in her care. The daily routines are familiar to the children offering security balanced with flexibility in responding to individual needs, thereby recognising the uniqueness of each child. Children's care is significantly enhanced because of the childminder's knowledge and understanding of how young children learn and develop. The childminder is very committed to ongoing training and the skills and knowledge learnt are reflected in

the consistently strong childminding service. Good practice, ideas and guidance are quickly entwined into the provision and help her to continually improve on and reflect upon her practice. The childminder rigorously monitors her practice so that children make good progress in their learning and development and are always kept safe and well-protected. Plans made for continuous improvements are responsive to children's needs and are the result of carefully considered self-assessment. In particular, the childminder is looking at consolidating the systems for planning and assessment so that links are made to fully support the children's ongoing progress towards the early learning goals. Since the last inspection, the childminder has addressed the recommendations raised. As a result, the certificate of registration is displayed and the policies and procedures supporting the childminder's practice are regularly reviewed to ensure they are effective in identifying the needs of children are helpful and informative to parents.

The childminder has an excellent understanding of the issues and legislation regarding safeguarding children. She has a clear safeguarding policy in line with local guidance detailing the procedures to be followed should she have any concerns about a child's welfare. Robust risk assessments are carried out regularly and detailed records kept ensuring that any hazards are identified and minimised to keep children safe. All of the required documentation for the safe and efficient operation of the provision is in place and maintained confidentially.

Children benefit greatly because the childminder implements a strong partnership with parents, seeking to provide an individual and unique quality experience for all. The childminder offers a fully inclusive service and welcomes all children and families into her care. Parents and carers are constantly informed of their children's welfare, learning and development through informal discussions at the start and end of each day and through more formal methods such as a photographic journal of the activities and outings enjoyed by the children. Close working relationships have been developed with the local schools, nurseries and crèches and these are used effectively as part of the childminder's commitment to providing high quality care and early education. The childminder has developed close links with other network childminders and regularly meets with them to share information and discuss ways of improving their practice.

The quality and standards of the early years provision

All children are valued as unique individuals and fully supported by the childminder to enjoy experiences to their fullest extent. Self-esteem, confidence and independence are very well promoted through the routines for child-initiated free-play and specific adult-led activities which extend areas of development as appropriate. Systems for ongoing assessment work very well in highlighting children's progress and informing future planning to help support and encourage development in all areas. The childminder work closely with families and other professionals to ensure that children enjoy an individual learning experience.

Children are supported very positively by the childminder who enjoys her interaction with them, assisting and supporting them in their learning and development. For example, in response to the children discovering a torch, the

childminder encouraged their interest by helping the children make a den and sitting in the den using the torches to hunt for cobwebs as they sang 'Incey Wincey Spider'. Children are enthusiastic and motivated as they learn how to use the torches to create shadows on the wall. The children relish new experiences such as making green play dough or blowing bubbles. They thoroughly enjoy discovering nature as they observe stick insects, eggs hatching, visit a small breeds farm which gives them exciting opportunities to feed the animals and a visit to a local park where they can splash in muddy puddles and balance on a rope bridge. In addition, children are offered a wide variety of opportunities to learn about their own environment and the wider world through themed activities, positive images of diversity and access to a wide range of resources. This includes outings within the local community and regular visits to other settings where they have the opportunity to mix with other children of their own age group.

The children's safety and well-being is very well promoted through effective health and safety procedures. For example, children engage in regular fire evacuation practises which help them to gain an understanding of the action they should take in the event of an emergency situation. Children enjoy healthy snacks of fruit during a social time where manners and social skills are positively reinforced. This is reiterated at lunch time when children sit at the table to enjoy packed lunches provided by parents. Children are able to take a drink when they wish as the childminder encourages them to ask regularly. The provision for children to access fresh air, physical activity and light is particularly strong and children relish the opportunities outside in the garden. Children are able to move around freely, run, play tennis, climb, kick footballs, explore the sand tray and enjoy role-play in this exciting space.

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?	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?	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.