

Inspection report for early years provision

Unique reference number	155806
Inspection date	12/02/2009
Inspector	Kelly Eyre
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 in Luton with her husband and one adult child. The whole of the ground floor of the childminder's house, except for the kitchen, is used for childminding and there is a first floor bedroom for children requiring undisturbed rest. Children have access to the fully enclosed garden for outdoor play. The property is accessed by a low step. The family has one dog.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on the compulsory part of the Childcare Register.

Children on the compulsory part of the Childcare Register share the same facilities as those on the Early Years Register. There are currently two children on roll, one of whom is in the Early Years age range.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder's sensitive support and encouragement help to ensure that children are meaningfully included and can participate in the activities, play opportunities and daily routines. The childminder's good knowledge of each child and of child development are key strengths, ensuring that children are consistently offered appropriate activities that promote their individual progress. The childminder's positive approach to self-evaluation means that she has a thorough overview of her strengths and weaknesses and can implement plans to support the improvement of the daily care and experiences for children.

What steps need to be taken to improve provision further?

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

- develop further the procedures for observing and assessing children to show their starting points and to identify next steps to feed into planning
- provide opportunities for children to develop their understanding of hygiene practices and healthy lifestyles.

The leadership and management of the early years provision

The childminder's diligent approach and her consistent implementation of thorough safeguarding policies ensure that children are protected and their welfare is promoted. The childminder has completed comprehensive risk assessments of her home and of all outings in order to identify and minimise risks to children. Her good daily practice and ongoing discussions with children mean that they are gaining a clear understanding of how to keep themselves safe. For example, they

practise crossing the road safely when walking to and from school.

The childminder's good knowledge of child development and her effective procedures for monitoring children's progress ensure that their individual development is consistently promoted. She maintains good partnerships with parents and carers, keeping them well informed of their children's progress through daily communication books and regular discussions. The good liaison with the local pre-school means that the childminder is aware of the current activities and can work in partnership to promote children's development. For example, she exchanges daily information and ensures that children are offered play opportunities that complement those at pre-school.

The childminder has thorough procedures for the continuous evaluation and development of her practice. She continuously reviews her daily work to identify possible areas for improvement. She formulates and updates clear plans for the future, to lead to the potential to improve outcomes for children. Recent changes have included the addition of further resources and equipment and the introduction of a communication book to promote the exchange of information between herself, parents and pre-school.

The quality and standards of the early years provision

Children participate in a wide variety of activities that support them in making good progress across all areas of learning. The childminder's experience and her good knowledge of child development mean that she is confident in allowing children to determine their own play and activities, offering support whenever needed. Activities are planned according to children's current developmental needs, based on the childminder's observations and assessments of them. However, children's development is not fully promoted as the assessment procedures do not clearly show their starting points and are not always used to inform the next steps.

The thoughtful planning means that children are offered additional play opportunities and experiences, for example, they visit museums, have picnics and use a wide range of local parks. The childminder's attention to detail means that the home environment is interesting and generally accessible. Well-presented resources inspire children to play and explore. For example, children become engrossed in playing with a large dolls' house, arranging the furniture and inventing scenarios about the play people.

Children are encouraged to be inquisitive and explore their environment. For example, children worked with the childminder to set up a bird-feeding station in the garden and now enjoy daily opportunities to observe and count the number of different birds visiting the garden. They are encouraged to be active learners and solve problems as part of their daily play. For example, young children playing with dolls and accessories are encouraged to compare the sizes of the dolls and work out which clothes will fit. Children's learning is further extended as the childminder makes good use of incidental learning opportunities. For example, children name the colours on a ball whilst learning to throw this safely.

Children are gaining an appropriate understanding of healthy lifestyles and the relevance of hygiene practices. Good daily practice means that children wash their hands before eating and are offered a healthy variety of snacks. However, their understanding of this area is not fully promoted as they do not consistently discuss the reasons for these practices. Children are offered a wide range of opportunities to develop and practise physical skills. For example, they visit local parks and play in the garden with equipment, such as tents and tunnels, balls, slides and ride-on toys.

Children are offered opportunities to increase their understanding of other cultures and ways of life. For example, they examine a map of world to identify countries they have visited on holiday, discussing the different climates and customs. The good provision of resources further promotes children's awareness of this area. For example, children enjoy playing with play people that depict positive images of gender, ability and age.

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?	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

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.