

Inspection report for early years provision

Unique reference number	219727
Inspection date	09/03/2009
Inspector	Lynne Kathleen Talbot
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 March 1995. She lives with her husband and two young adults of 18 and 20 years in a village close to Sandy, Bedfordshire. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play. Access to the childminder's home is via a single step.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide six places for children. There are currently six children on roll, four of whom are within Early Years Foundation Stage (EYFS).

Two children attend other settings such as the early years unit of the local primary school or local pre-school. The childminder is able to provide care for children with learning difficulties and/or disabilities and those for whom English is an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides extremely well for children within EYFS ensuring that each child is fully included and making excellent progress. They are fully engaged with activities that are developed through observations and current interests of each child. The provider uses robust systems for assessing risk and safeguarding children. Fully informed procedures for self-evaluation mean that the childminder has a clear overview of her strengths and weaknesses and implements change to improve outcomes for children. There is a highly effective working partnership with parents and other settings providing EYFS.

What steps need to be taken to improve provision further?

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

- develop the systems to provide children with opportunities for self-selection of play materials to initiate learning
- inform the planning building from an initial starting point that involves parental input.

The leadership and management of the early years provision

Comprehensive policies and procedures are used effectively to promote the welfare of children. The childminder has a very good knowledge of issues relating to safeguarding. She has extended her knowledge by attending training such as, EYFS and observation and planning; this promotes continuous development. The

childminder completes detailed self-evaluation and creates action plans for herself to ensure continuous improvement. She uses cohesive methods with parents to seek feedback and involvement. These include questionnaires and daily diaries, 'parents as partners' input sheets and parent observations in the home to feed into individual planning. These show detailed use of identified next steps which feed the planning. However, there is no initial starting point yet identified which means that children may not be supported to achieve their full potential.

Daily, weekly and monthly risk assessments for the home are completed and all outings undertaken are thoroughly assessed. Extra precautionary measures include a visit from the local fire safety officers to fit and maintain smoke detectors. The home and resources are arranged in such a way that children have free movement. They access some activities at will and freely ask for others they require. However, children are not able to fully self-select materials which means they cannot consistently initiate their own learning.

The childminder is committed to ensuring that her practice is inclusive for all families and supports their emerging knowledge of their local community. For instance, they attend 'mucky pups' creative group, visit Bedford library, visit St Neots park, and go to Gamlingay Farm shop to buy fruits and vegetables locally. Children explore festivals regularly, viewing the posters showing festivals across a year displayed on the wall. Children begin to explore non-verbal communication through the 'sing and sign' system. The childminder works closely with other settings that children attend, sharing her planning and seeking feedback on formal observations that are also shared.

The quality and standards of the early years provision

Children are offered a range of activities that support them in making excellent progress across all areas of learning. Individual learning plans are developed showing each child's interest or area for development, and activities in each area of learning which may promote that outcome. Narrative observations, spontaneous observations, 'look, listen and note' booklets are fully evaluated identifying next steps. These are also fed by the observations carried out by parents at home and which are incorporated into the overall plan. This means that planning is individual for each child and enabling them to reach their potential.

Children have opportunities to use mechanical toys and everyday technology such as CD players and 'sing-along' systems. They enjoy group activities of role play, such as 'cooking', where they make meals for each other and the childminder. They use problem solving as they fit lids to pots. Children name colours freely and use their emergent language to tell the childminder what they are doing. She, in turn, extends their words into sentences encouraging them to develop. Children dress-up and enjoy role play of familiar situations such as the doctors. They listen to each others heart beats with stethoscopes, sharing and passing things to each other.

Children sing frequently and spontaneously together. For example, when using dressing up clothes, they turn a box into a boat and sit together singing 'row, row,

row the boat' before launching into a variety of other songs. They develop an interest in the wider world as they pin notes to a World and British Isles map showing places they have visited. Children gain an excellent sense of self-esteem and enjoy viewing the 'photograph wall' which shows a broad range of activities undertaken. They show pride in the 'achievement' wall where each child has 'bricks' that they use to write an achievement on. Often older children will offer to write for younger children developing pride both in themselves and in the younger children. This enhances their sense of belonging and fosters social awareness for their future lives.

Children thrive because they are in a secure environment. They take part in routines that promote their safety such as evacuation regularly. They learn about road safety everyday when walking to school and in the village. Children enjoy visits to a farm shop to source local fruits and vegetables, making choices about what to have for their snacks. They enjoy passing plates to each other and independently pour drinks choosing from milk or water each day. These methods enhance their developing awareness of healthy eating. Children develop house rules with the childminder which fosters their sense of ownership over their behaviours.

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.