

Inspection report for early years provision

Unique reference number	100668
Inspection date	18/03/2009
Inspector	Zahida Hatia

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 first registered in 1998. She lives with her husband and her son aged 13 years old. They live in a four-bedroom house in the village of Kings Stanley in Gloucestershire. There are schools, playgroups, toddler groups, playgrounds, parks, shops and libraries within easy access. The whole of the ground floor of the property and a first floor bedroom are used for childminding. There is a fully enclosed garden available for outside play. The family has a hamster.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years. Care is provided throughout the year. She currently has 12 children on roll, on a full- and part-time basis, six of whom are in the early years age group.

The childminder is a member of the National Childminding Association and a Quality Assurance Network. She holds a level 3 in Childcare qualification. She regularly attends local groups for childminders and children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a very clear understanding of children's individual needs and interests, which helps her to provide good quality care, learning and development opportunities for the children she cares for. This is further enhanced by the excellent partnerships the childminder has established with the parents. The environment is secure and welcoming. Children are offered sensitive support to enable them to participate fully in the activities and play opportunities provided. The childminder shows a commitment to training and self-evaluation to continue to improve and develop the service she provides.

What steps need to be taken to improve provision further?

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

- update safeguarding policy to include information about what to do if an allegation of abuse is made against the childminder and her family
- improve resources to reflect people with disabilities

The leadership and management of the early years provision

Children's care and education is enhanced as the childminder attends workshops and training courses to make sure she is up-to-date with current practice. She uses her knowledge and understanding successfully in her everyday work with the children to ensure all are fully included and supported appropriately.

Comprehensive written policies and procedures help to guide her practice and these are shared with parents. This enables parents to understand the service that the childminder provides for the children and promotes an excellent partnership to meet the children's needs. Successful links have been formed with the schools children attend, which provides a flow of information between school, the setting and parents, which further supports children's development.

The interaction between the childminder and children is good, ensuring children's individual development is promoted. There are procedures in place to monitor children's development. Children's individual records are comprehensive and used fully to enable the childminder to plan activities specifically for each child in order to help children move on to the next steps in their individual learning. The childminder has completed the self-evaluation process to identify her strengths and weaknesses in order to help her develop the support she gives to children.

Clear and effective policies and procedures are followed to safeguard children. The childminder is confident about what she should do in the event of her having a child protection concern. However her procedures do not fully identify what to do if an allegation of abuse was made against her or a member of her family. Children's ongoing health and safety is well supported through the procedures and practices followed by the childminder and the children. Detailed health and safety checks are regularly completed, which ensures that action is taken to minimise any risks to children. The childminder devotes her time to supporting the children, ensuring they are very well supervised at all times.

The childminder has fully addressed the recommendations from the last inspection and has ensured that more activities are available in the garden area. Children have free access to the garden where they play ball games, do messy play activities and learn about growing plants. Babies also have plenty of toys and activities to engage in, for example, the childminder has hung sun catchers, chimes and reflective shapes on trees and pergolas around the garden to attract the children's attention.

The quality and standards of the early years provision

Children are happy and settled as the childminder is very caring and sensitive towards their needs. The consistent approach of the childminder increases children's confidence and enables children to express their ideas and share their thoughts. Children's emotional well-being is very well supported. They enjoy close, affectionate relationships with the childminder and receive good individual attention.

Children understand boundaries and expectations and are beginning to learn to share and play well together. Children are helpful and polite, encouraged by the childminder who acts as a positive role model. She uses consistent messages about good behaviour to enable children to develop positive attitudes and dispositions. They are able to make choices and decisions about what they do and receive a high level of praise and encouragement for their achievements. The childminder has introduced a reward system for the older children; they are awarded points

which are displayed on a wall chart, which encourages children to behave positively.

The childminder has an excellent understanding of the Early Years Foundation Stage, ensuring that all children learn about the world around them through meaningful activities, such as looking at different festivals, religions and languages from around the world. The childminder has learnt some key words in Albanian, as some of the children she cares for speak Albanian at home with their parents. This enables children to feel valued and respected. Although toys and activities at the childminder's house are varied and meet the needs of the age groups she cares for, children have limited access to resources that reflect people with disabilities. As a result, this limits the children's learning in this area.

The childminder demonstrates a secure understanding of children's developing needs and provides them with a broad and interesting range of activities which helps them to make good progress in their learning. She knows the children very well and adapts activities to include their interests. For example, during snack time the childminder asks an older child if he would like to keep his yogurt pot once it is empty, she then asks him what he plans to do with it and agrees that his idea of making a rocket would be good and that the yogurt pot would be very useful. Regular outings provide opportunities for children to visit local groups to extend their play experiences. For example, younger children attend a drop-in session with the childminder, where they have opportunities to play alongside other children and to access a wider range of resources and activities. Children thoroughly enjoy playing outdoors in the childminder's garden. They throw and kick balls and scream with delight as they play.

There are good arrangements in place to maintain children's good health and well-being. The childminder works with parents to ensure children have a healthy diet and regular exercise. Risks to health are limited as the childminder follows good hygiene procedures with regard to cleanliness and infection control. Appropriate measures are taken to promote children's safety when in the home and on outings. The childminder increases children's awareness of keeping themselves safe by teaching them about road safety when they go out. They are also involved in discussions about how to evacuate the premises in an emergency.

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?	1
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

The provider confirms that the requirements of the voluntary 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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.