

Inspection report for early years provision

Unique reference number	259046
Inspection date	30/06/2009
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 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 2000. She lives with her three children aged 18, 15 and 11 years in the village of Wem, Shropshire. The whole of the property is used for childminding purposes. There is a fully enclosed garden available for outside play. Children are taken on local outings. The family has two cats.

The childminder is registered to care for six children at any one time. There is currently one child attending who is within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The premises are accessible via the front entrance which has a low step.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has high aspirations for quality which is evident from the commitment shown to ensuring children are fully included and making exceptional progress. Effective strategies ensure children flourish in a safe and supportive atmosphere where they are well safeguarded and learn to keep themselves healthy and safe. Collaborative working with parents and other professionals allows the childminder to be responsive to children's individual needs and to promote their learning and development a high standard. The childminder has embraced the Early Years Foundation Stage (EYFS) and has recently begun using self-assessment to make positive changes to her practice however, this system is not yet fully developed.

What steps need to be taken to improve provision further?

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

- continue to develop the process for self-evaluation to ensure continuous improvements are made.

The leadership and management of the early years provision

The childminder is highly effective in helping children to develop a strong sense of belonging where they can meet their full potential. All aspects of the childminders practice are at least good, with inclusion and children's learning and development being promoted to an outstanding level. The childminder shows a strong commitment to on-going training in order to improve her knowledge and keep up-to-date with current early years thinking. She has completed a Cache Diploma in Home-based Childcare, the Children Come First Quality Assurance scheme and has

become a Network Childminder. Although new to the self-evaluation process, the childminder is well aware of her strengths and is able to look at her practice objectively and make improvements. However, the self-evaluation system is not yet fully developed to ensure continuous improvements are made.

Children are cared for with patience and sensitivity and their backgrounds and personalities are fully taken into account. They benefit from a rich and varied environment that fully supports their learning and helps them to join in, make friends and respect one another. A highly-responsive approach ensures that all children receive the right help and support to join in fully. The childminder is committed to valuing the languages and culture of all children. She encourages children to view the world from a broader and richer perspective by introducing them to the French language during everyday conversations and whilst reading stories. The childminder understands that young bilingual learners need time to observe, tune into a new language and try out things that are unfamiliar.

Children are safeguarded effectively because the childminder has robust systems in place for their security and safety. Thorough risk assessments are carried out regularly both on the home and for visits and outings. The childminder organises her time well to enable her to provide children with a high level of support and supervision. She has attended child protection training and has a secure and thorough understanding of her role and responsibilities in safeguarding children's welfare. Relationships with parents are valued and the childminder works closely with them to keep them well informed and involved in the care of their children. Shared knowledge, discussions and understanding are used effectively to support children. Systems for two-way communication include daily detailed discussions about what the children have been enjoying, daily diaries and emails with photographs attached. The emails are particularly appreciated by parents serving on detachments overseas. A photographic and written record of children's achievements is shared with parents and carers which enables them to be part of their child's learning. The childminder works with the local nursery and school, so that there is continuity over children's care and learning and the transition to school is eased. Well-maintained records are used positively to support children and written policy statements are clear, personalised and provide useful information for parents and carers.

The quality and standards of the early years provision

Children make excellent progress in all aspects of their learning and development due to the childminder's exceptional organisation of the educational programme and the learning environment. What children can do is the starting point for planning their future steps and particular emphasis is placed on developing each child's personality and acknowledging their achievements. Children's learning and development needs are identified through observation, assessment and information from parents. It is then supported through the use of creative, stimulating activities and themes based on children's interests. Activities are based upon the EYFS then extended and adapted to meet individual children's interests and needs. The childminder observes and assesses children's progress and uses the observations skilfully to identify the next steps in their learning and to adapt

future play and planning.

Children thoroughly enjoy an extensive range of child-led, free-play opportunities in a homely, fun and relaxed environment. A wide range of toys and resources are available at low level so that children are able to access their favourite activities as and when they wish to. Children enjoy an exceptional range of stimulating experiences both in the home and through the local community which encourage them to be sociable, confident and to become familiar with people from different backgrounds. For example, children enjoy visiting the park, toddler groups and shopping in the local community. The children have many opportunities to develop their understanding of diversity as they are encouraged to celebrate a range of cultures and festivals and access resources reflecting positive images of the diversity of society. For example, when learning about Eid they make foods to taste and during Diwali they make diya lamps and sweets. Children explore and develop their natural curiosity as they discover how to make cakes, play in the snow, grow vegetables and hunt for mini-beasts. Lots of simple but effective games are used to help children learn and develop at their own level and pace, and pre-school aged children are well prepared for nursery or school as they learn colours, shapes and numbers. Children count and learn to recognise numbers as part of their everyday experiences, for example, they count building blocks as they construct and weigh the ingredients used for making cakes. They enjoy being creative as they draw, paint outdoors with ice cubes consisting of frozen paint and sing favourite songs. All children are fully enabled to develop their imaginary skills when they develop role play situations in various areas of the house and garden. The strategies used to aid children's communication skills are particularly exemplary and ensure all children can express their views, needs and wants, using a variety of communication methods and languages.

Children are provided with healthy, balanced and nutritious snacks and home-cooked meals throughout the day alongside drinks of milk and water. They have good opportunities to learn about healthy eating because they are involved in activities, such as planting a range of vegetables and harvesting the produce to eat at mealtimes. Records and documentation are in place to ensure children's health needs are met, with appropriate information about likes, dislikes, allergies and dietary requirements readily available. Children enjoy access to outdoor activities and can select from a wide range of toys to develop their large scale skills such as, balls, a climbing frame and trampoline. They frequently go for walks to the park and into the small market town to help to develop their physical skills.

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.	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?	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

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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