

Inspection report for early years provision

Unique reference number	400895
Inspection date	12/05/2009
Inspector	Christine Tipple
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 has been registered since 1992. She lives with her husband, two adult sons and daughter. The childminder lives close to the village of Glaisdale. The property has an enclosed garden to the side for outdoor play. The childminder provides a collection service for children attending the local school and playgroup which she uses her car for this purpose and for outings.

The childminder is registered to care for six children under eight years at any one time, of whom three may be in the early years age range. An exception to this ratio to allow four children in the early years age group is made for children named on the variation request on certain days. The childminder also provides care for children aged from over five to 11 years. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding eight children of whom seven are in the early years age range.

There are animals at the property, access by the children is only to the cats and pet dogs. The childminder is a member of the National Childminding Association and is a playgroup leader at the village playgroup. She has a childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are made very welcome by the childminder who ensures their varied interests and needs are valued and supported. Children's health, safety and welfare is given high priority by the childminder. The range of activities and experiences provided for the children overall promotes their ongoing development and learning effectively. The childminder is active in her approach to develop and improve her practice through regular training to ensure she extends her skills and knowledge in relation to children's care and learning opportunities.

What steps need to be taken to improve provision further?

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

- extend the details in relation to individual children's observation and assessments to ensure these link to the areas of learning and identify next steps to progress.

The leadership and management of the early years provision

The childminder has a good range of detailed policies and procedures which are reviewed to ensure they reflect her practice and current requirements. These are fully shared with parents who have a very good relationship with the childminder. The daily contact and ongoing sharing of information enables them to be confident

about the personal care and learning opportunities provided for their children. The risk assessments carried out by the childminder provide additional reassurance for parents in the steps taken to minimise accidents, but enable children the freedom to play and explore. Time is given for all the children to settle in and for parents to feel comfortable with the arrangements, which fully informs the childminder about each child's needs and interests. This offers a sound basis for children's starting points for the childminder to build upon. Parents see their children's art work displayed and photographs enhance what their children enjoy taking part in through their play.

The childminder is motivated to develop her skills as a childminder. She attends regular training in a variety of topics to ensure she has offers a varied and interesting approach to what she provides for the children. The childminder is a member of the local cluster group which includes playgroups and schools. This provides a shared approach which aims to work in partnership for children in supporting them through transition into playgroup and school. The childminder has a detailed policy on safeguarding children in her care. This includes all relevant details of other agencies and support to ensure children's welfare takes priority.

The quality and standards of the early years provision

Children enjoy the varied range of activities which are fully supported with a wide selection of good resources. The childminders sound knowledge of the Early Years Foundation stage provide the children with fun and interesting experiences in all areas of learning. The childminder works with each child's interests and follows this through to enable them to initiate what they do and with support extend this further. Younger children's needs in relation to their routines and personal care is part of providing a consistent approach. Space and provision enable them to move around freely to develop their crawling and walking skills. Older children have a play room which they can self select and make decisions in what they do. This provides an environment where children are relaxed, confident and self assured. The systems for observations and assessments of each child are not yet sufficiently extended to ensure these link to the areas of learning and identify children's next steps to progress. However, the childminder knows the children very well and is informed about what they can do and what steps to take for them to move forward in their learning and development.

Children enjoy a selection of creative play, such as glitter, glue, painting and play dough. They cut out and make pictures and use other materials in their activities. These are displayed and valued by the childminder. Children play with a selection of age appropriate toys, such as the babies and toddlers have tactile resources and mirrors. The children enjoy ongoing opportunities to recognise and use letters and words through their activities and displays, which is further encouraged through games, such as junior scrabble. The ongoing interaction with children and the childminder is very good. There is chatting together and discussion as the childminder is interested in all the children's various interests. Access to books and stories and visits to the mobile library provides additional opportunities for the children to extend their recognition and interest in reading and story telling.

Children prepare food by cutting fruit and vegetables for their snack and they bake together. This promotes healthy eating with the children who try and taste different foods. They enjoy feeding the chickens and collecting the eggs for baking. There is a good approach to all areas of hygiene with the children who are mostly independent in managing their personal care. The sharing of information with parents in relation to managing illness is a practical approach to reduce the risk of cross infection. The wide range of small world and role play resources are well used by the children to express themselves and develop their imaginative skills. For example, playing doctors and nurses, using gloves and gowns. Children visit the local centre in the village to have more social contact and use other resources, such as the fit tots and art tots activities.

Children enjoy washing their toys which promotes a good level of concentration to ensure all are clean. Children match socks and name whose socks they belong to which supports children's skills in sorting and matching. Everyday play provides opportunities for the children to see and name various colours and to recognise shapes. They have games with numbers as part of developing their skills to count and use numbers in their play, such as playing cafes and shops, making lists and listing the price of articles.

Outside provision is very good the garden is set up for the children to come in and out as they want and the range of resources fully supports their physical play and developing skills. Local walks where the children collect fir cones and watch them float down the stream all provide positive exercise and fun. They enjoy visits to the local farm to see the cows and sheep and the farm machinery in action. Children see the tadpoles in the pond and collect the snails in the wheelbarrow. They enjoy being in the puddles and playing in the open air. Children are very much part of their community sharing in the variety of what it offers on a day to day basis. Children have a positive level of risk taking where they develop their skills in keeping safe and to follow guidance. This is well managed by the childminder. The relationships formed with the childminder and the children fully supports their needs and focuses on what they enjoy, which is key in enabling them to continue to develop their learning experiences.

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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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