

Inspection report for early years provision

Unique reference number	EY388459
Inspection date	22/04/2009
Inspector	Sandra Elizabeth Williams
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 January 2009 and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged five and three years, in a ground floor flat in Grange-over-Sands, Cumbria. The whole of the property is used for childminding apart from the childminder's bedroom and the cellar. The garden is currently not suitable for outdoor play, however, children are taken on daily outings in the fresh air. The childminder lives close to local schools, shops, toddler groups and other useful amenities. The family has two cats. The childminder is registered to care for a maximum of four children at any one time, of whom no more than two may be in the early years age range. She is currently minding seven children aged from 11 months to six years. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress in their learning and development, and their welfare is very well met. This is due to the conscientiousness of the childminder, who has a very good knowledge of each child's unique and individual needs and interests and is very effective in meeting their individual requirements. The childminder ensures that all children are encouraged and assisted to join in all of the activities, regardless of their age and ability, thus ensuring they all feel included. The childminder is very enthusiastic and sets very high standards, always prepared to attend training to keep up-to-date with current practice and to continually improve. She works very closely with parents to make sure that the children receive continuity of care.

What steps need to be taken to improve provision further?

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

- further develop systems for obtaining detailed information from parents about the children's starting points in order to inform the initial assessment
- further improve children's opportunities for outdoor play by completing the plans to make the garden safe and secure.

The leadership and management of the early years provision

The childminder is very well organised and provides a professional and high standard of childcare. All the required documents are in place and are very well organised and thoroughly recorded.

Children are safeguarded because the childminder has a clear knowledge and understanding of her role and responsibilities, and she has undertaken appropriate training in order to keep up-to-date with current legislation. Very detailed and thorough risk assessments are in place to eliminate risks to children and to keep

them safe. The childminder teaches children how to stay safe both in the home and on outings. The childminder is extremely enthusiastic and clearly enjoys working with children to help them achieve as much as they can. She has plans to further develop her setting to enhance the children's opportunities for outdoor play. The garden is not yet suitable for children to use, therefore they do not have the freedom to access it currently.

Partnerships with parents is very strong. A regular two-way flow of information takes place and there are good systems in place for keeping parents updated about their children's progress, such as individual files and photographs of children undertaking various activities as well as parents' evenings and written policies. Parents are asked to provide important information when their children first attend the setting. However, the system is not yet fully established to include information about the children's abilities and stage of development, in order to inform the initial assessment.

The quality and standards of the early years provision

Children are making good progress in their development because they are provided with an exciting and varied range of activities that are planned by the childminder in advance. Children's age, development and interests are all taken into account in the childminder's planning and she skilfully manages to include all of the children in activities by adapting them to enable all to participate. The learning environment is stimulating and vibrant with an abundance of toys and equipment carefully set out to enable children to self select and make choices. The childminder and the children are currently working on the theme of 'growing and changing'. This includes the children choosing seeds to plant in tubs and learning about what the plants need to grow and develop. This is linked with the children learning about their own development, about what they need to grow and also they display photos of themselves as babies and as they get older, thus noticing the changes. Children learn to stay healthy as the childminder engages them in the 'Change for Life' programme. It is raising their awareness of healthy eating and it also encourages them to take a minimum of 60 minutes of exercise a day. They also learn about good hygiene practices as they use their individual towels for drying their hands.

The children really enjoy exploring and learning about their environment on their regular trips to the local parks and areas of interest. They collect leaves and acorns and use them to create collages to display on the walls. Even when the weather is wet, the children still enjoy outings as they put on their wellies and use their umbrellas to enjoy the experience. Children are encouraged to develop their independence skills as they learn to make their own sandwiches for picnics. The children enjoy taking part in baking activities which is a good learning experience. They go shopping for the ingredients to make pancakes and they help to weigh, measure and mix it. They use their senses to taste and smell the baking, and they notice the changes in the texture of the ingredients before and after baking. The children also have lots of opportunities to use computers at the childminder's home and at the local library. They are eager to learn and they really enjoy using the

internet to research topics. They also enjoy learning about different cultures and words in different languages, such as Polish, Spanish and French.

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