

Inspection report for early years provision

Unique reference number	209382
Inspection date	30/03/2009
Inspector	Sally Ann Smith
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 has been registered since 1996. She lives with her children aged 16 and 12 years in Tutbury. The whole of the ground floor and one bedroom on the first floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder works with another registered childminder and minds from her co-minders house. Both childminders have equal responsibility for the childminding practice.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently caring for five children on a part-time basis. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The family has a dog.

The childminder regularly walks to local schools to take and collect children and attends a local playgroup. She holds an appropriate early years qualification to NVQ Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder demonstrates a good understanding of the Early Years Foundation Stage (EYFS) to effectively meet children's welfare, learning and development. She ensures that all children's needs are met so that they feel valued and included. Partnerships with parents, carers and other settings are excellent therefore providing consistency of care for all children. The childminder recognises the importance of continuous quality improvement and the impact this has in all areas of children's development and care.

What steps need to be taken to improve provision further?

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

- develop further the procedure for recording complaints to maintain privacy and confidentiality.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that information is obtained about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

17/04/2009

The leadership and management of the early years provision

The childminder has high aspirations for her practice. She is keen to maintain up-to-date skills and qualifications so that support for children is tailored to their individual needs. Information through discussions with her co-childminder, reading and accessing information from the internet is used effectively to enhance the quality of care provided. The childminder has recently completed an NVQ Level 3 in Care, Education and Learning. By working closely with her co-minder, she is able to discuss her strengths and identify priorities for improvement to help improve outcomes for every child.

Thorough and comprehensive safeguarding procedures are in place so that children are protected at all times. The childminder is fully aware of her responsibility to protect children and ensures that parents are aware of this. She is fully aware of procedures should an allegation of abuse be made against the childminder. The written safeguarding policy is in line with the Local Safeguarding Children Board procedures. Most documentation is in place although detail is not obtained as to who has legal contact with the child and who has parental responsibility for the child.

Partnership with parents are extremely effective so that children are fully supported. The childminder values their contributions in ensuring that children's welfare and learning needs are met. Learning journals provide written information to be exchanged and the childminder offers support for extending children's learning at home. A wealth of photographic evidence is available giving a vivid account of the variety of activities that children experience. Effective written policies are in place and embedded in everyday practice. Parents receive a comprehensive folder of information detailing these, including procedures should they wish to make a complaint. However, the complaint log holds some information of a sensitive nature which could potentially compromise confidentiality.

The quality and standards of the early years provision

Children have a fabulous range of experiences to extend and consolidate their knowledge and understanding in all six areas of learning and development. They are very happy and content in their environment using both the indoor and outdoor areas effectively. Children have opportunities to be boisterous where they can run around, clamber and climb and use up lots of energy. Quieter periods also enable children to be reflective as they play, for example, concentrating as they complete a puzzle or reading a book. The childminder has an excellent understanding of the needs of individual children according to their age and stage of development and as a result, children make exceptional progress in all areas of learning. Regular observations, combined with information from parents and carers assist the childminder in assessing children and identifying their next steps. Children are supported well by the childminder who is in tune with their needs. She listens with interest to what they have to say and readily engages them in conversations. Children are encouraged and given time to discuss and describe

what they are doing. For example, children shake and rustle pom poms and describe the sound they make. One child says 'they sound like rice crispies, snap, crackle, pop'. This leads to a discussion about what the children have for breakfast and their preferences. Resources are easily accessible and therefore children are encouraged to engage in self-chosen pursuits. This enables them to become independent learners and make decisions about what they want to do. Younger children are supported in making choices and additional resources are placed within their reach.

Children look forward with anticipation to the outings that they regularly undertake, normally everyday. This might be a visit to the golf driving range, a spontaneous picnic in the park or on windy days, to fly their kites. They might visit the local marina to watch the narrow boats, look how locks work and feed the ducks. They buy 'Rosie and Jim' post cards and on their return, colour the pictures. They then visit the local post office, purchase a stamp, write their address on the card and send it home. Children love to take the childminder's dog to the vets. They walk through the village wearing their high visibility vests, saying hello to the people they know. They enter the consultation room whilst the dog has its booster and relate to their own experiences of injections. Children learn that these are important both for themselves and animals so that they 'don't get nasty illnesses that could make them very poorly'. Children are highly imaginative and the childminder responds by joining in their imaginary games. Whilst out walking a child says, 'I've got a parrot' to which the childminder responds 'Where is the parrot?' 'He's on my finger' retorts the child indignantly 'Oh of course he is' replies the childminder. The childminder ensures that the parrot has a rest with the children and also has some snack.

Children learn about a variety of different celebrations and festivals such as St David's Day, World Book Day, History Day and St Patrick's Day. For Passover they make a seder plate and during Chinese New Year they prepare a stir fry. Fruity Friday provides an opportunity for children to taste a wide range of fruit from around the world. They talk about their preferences and discuss the country of origin. World Environment Day teaches children the importance of recycling as they squash and flatten plastic bottles and take them to the bottle bank. They have to decide which bin to place their bottles, clear, brown or green. Mexican Independence Day sees children wearing large hats, making colourful ponchos and non-alcoholic sangria whilst listening to traditional music.

Excellent opportunity is made of everyday routine to help children learn about safety. Before every type of outing children discuss potential dangers and how these can be prevented. They learn how to cross the road safely and practise in the garden making their own pedestrian crossing. They learn about healthy eating and good hygiene practices such as brushing their teeth after meals. Children are busy, industrious and have a wonderful variety of experiences to fully promote all areas of their learning and development.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
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?	1
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?	1

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.