

Inspection report for early years provision

Unique reference number	210394
Inspection date	19/05/2009
Inspector	Mary Anne Henderson
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 1985. She lives in a house in Staffordshire with her husband and adult daughter who also works as a co-childminder at the premises. The childminder is registered to care for six children on the Early Years Register. She works with the co-childminder and at times an assistant. There are currently eight children within the early years age group, all of whom attend for various full or part-time sessions throughout the week. All the downstairs areas are used for childminding and there is an enclosed outdoor play area. The family have tropical fish.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register and is a member of the National Childminding Association. She is able to take and collect children from local schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder works with a co-childminder and occasionally an assistant. She provides a welcoming environment for children and their parents. The childminder has begun to liaise with other providers of the Early Years Foundation Stage (EYFS) to ensure that the children's needs are met, thereby promoting inclusion. There are systems in place to evaluate the provision, however, the parents and staff are not yet meaningfully involved in the process. The childminder shows a sound commitment to improving her practice on an ongoing basis. Risk assessment systems are in place, however these do not yet include all outings involving the children. Also, an effective safeguarding policy and procedure has not yet been fully implemented.

What steps need to be taken to improve provision further?

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

- ensure the self-evaluation systems include the parents and staff
- provide opportunities for older more able children to extend their writing skills

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

- ensure an effective safeguarding policy and procedure which includes the procedure to be followed in the event of an allegation being made against the childminder, co-childminder or the assistant is fully implemented (Safeguarding and promoting children's welfare) 02/06/2009
- ensure risk assessments include all outings involving the children and that these are reviewed before 02/06/2009

embarking on each specific outing (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

The leadership and management of the early years provision is satisfactory. The childminder works with a co-childminder, taking the lead with regard to documentation and record keeping. There are sound relationships between the childminder and the parents. Details on children's information sheets ensures children's needs are identified and acknowledged. There is daily exchange of information to ensure everyone is fully aware of each child's ongoing care and development needs. This promotes inclusion for all children on roll. The childminder has begun to liaise with other settings providing for the children in the EYFS, thereby promoting inclusion. The childminder observes the children and plans for their next steps in all areas of their learning and development. Self-evaluation systems have been implemented, however, this does not yet fully include the parents, the co-childminder or the assistant. Improvement following the last inspection ensures children's welfare is maintained.

There is a range of written policies available to the parents. However, an effective safeguarding policy and procedure which includes what will happen in the event of an allegation against the childminder, co-childminder or the assistant has yet to be implemented. Risk assessment systems are carried out which includes areas, equipment and resources. However, the systems do not yet effectively include all outings involving the children.

The quality and standards of the early years provision

Children find out about their environment, identifying features and noticing the natural world. For example, they enjoy local visits to the park and walking to the shops and to school. Children look at insects and flower buds in the garden and enjoy planting sunflower seeds and watching them grow over time. The children are beginning to move with control and use a range of equipment to develop their physical skills. They do this when visiting the local park on the way back from school. Here, they practice their climbing and balance skills using the large equipment. Children's physical development is also fostered as they play in the garden riding their trikes and playing ball games with their peers.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, the children talk about the benefits of a healthy lifestyle such as eating healthy foods and being physically active. Generally, the parents provide their children's meals. Children are learning about the importance of hygiene through routines as they wash their hands before they eat and after visiting the toilet. The children are beginning to learn about safety. They are involved in the fire evacuation procedures of the setting and they learn to cross the road safely while walking to school with the childminder.

Children explore colour, texture, shape and form in two and three dimensions. They enjoy mixing paint to make pictures, gluing tissues and glitter to paper and colouring in sheets using crayons. This promotes their mark making skills. However, older more able children have limited opportunities to practice their handwriting skills, such as writing their own name, thereby possibly compromising this area of their learning. Children's creative skills are developing as they dress up in various clothes and wear hats walking around the play areas with their peers. They also enjoy listening and dancing to music. The children say and use numbers in familiar contexts and they count and recognise numbers. They like to play with the dominoes matching the dots and counting them and playing with the plastic animals looking at similarities and comparing their size. Children also enjoy building towers with bricks. The children count backwards from five as they listen and join in with rhymes.

Children enjoy making choices about what they want to do. They help themselves to the boxes set out for them in the play areas. The children are well behaved and have a sound regard for one another and the adults around them. Children's work and photographs are displayed for them in the play areas to foster their sense of belonging.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity. This includes playing with dolls and small world people and looking at books that depict various cultures and people with disabilities. The children enjoy trying various foods around festival times such as samosas and noodles. They look at photographs of an Indian wedding and discuss the event with the childminder. The children also enjoy making cards for their family during Mother's Day, Father's Day and Easter. Children enjoy baking activities as they make fairy cakes to eat or take home. They enjoy weighing out the ingredients and notice the baking process over time. Children also enjoy mixing jelly and watching this solidify.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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