

Inspection report for early years provision

Unique reference number	252263
Inspection date	28/04/2009
Inspector	Melanie Arnold

Type of setting	Childminder
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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 husband and children in Retford, Nottinghamshire. The whole ground floor is used for childminding, with toilet facilities located in this area. There is an enclosed, secure garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently five children on roll, four of whom are within the Early Years Foundation Stage (EYFS). The childminder also cares for older children and is registered by Ofsted on the compulsory and voluntary Childcare Register. 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's welfare is promoted through effective practices and procedures. The childminder has clear systems in place to work in partnership with parents, carers and other providers, to promote good quality care, and mainly effective learning experiences to meet individual children's needs. Equality of opportunity is promoted in the setting ensuring each child is fully supported and included. The childminder is aware of her current strengths and areas requiring further development, but has yet to fully develop a system of reflective practice to ensure targets for future development are continually identified.

What steps need to be taken to improve provision further?

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

- develop further the system of reflective practice through self-evaluation to fully identify strengths and continued priorities for development
- develop further the observations and assessments to show children's progress and use these to more clearly identify learning priorities for individual children.

The leadership and management of the early years provision

Space and resources are effectively organised to meet children's individual needs. The childminder supervises children well and implements clear outings procedures to ensure their continued safety. Children are further protected through the childminder maintaining a current first aid certificate and because she remains in sole charge of the children at all times. Detailed and informative risk assessments contribute to identifying and minimising potential hazards. All other required records, policies and procedures are completed well and used to promote children's welfare. The

childminder effectively communicates with parents and carers, gathering and exchanging clear information on each child's individual needs and backgrounds, ensuring they are valued as unique individuals. All children are treated equally and they are fully supported to ensure their welfare and learning needs are met. Systems are in place to help develop close relationships with other providers, to promote the integration of children's care and learning experiences.

The childminder strives to make continuous improvements to enhance the service she provides. She has developed her practice by working on the recommendation raised at the last inspection by ensuring potential hazards within the garden are minimised. Therefore, helping to ensure children's health and safety. The childminder is now beginning to use a system of self-evaluation to identify the setting's strengths and any areas requiring further development. However, the current system is not yet developed fully enough to ensure a continuous cycle of reflective practice is inbuilt into the self-evaluation, to continually identify targets requiring further development.

The quality and standards of the early years provision

Children are cared for in a safe, secure environment, where their welfare is promoted through the childminder's clear procedures. For example, the childminder has a good understanding of child protection, ensuring children are fully safeguarded. Good health and hygiene routines contribute to maintaining children's well-being, with a clear exclusion policy also followed to protect children from the possible spread of infection. Children learn about maintaining their own health and safety through discussions, regular events and hands on learning experiences, like growing their own fruit and vegetables. Children are encouraged to develop the habits and behaviour appropriate to be good learners. For example, children learn about differences and diversity through planned activities and accessing toys and resources depicting positive images of the wider world. Their good behaviour is encouraged through regular praise and the childminder reinforces clear boundaries, helping children to learn what is acceptable and what is not. Children enjoy each others company and they like to play alongside each other. As their social skills develop, they are beginning to interact and engage more in co-operative play with their peers.

Children are making good progress as they freely access an extensive range of toys and resources covering the six areas of learning. Good partnership working enables the childminder to get to know each child well, helping each child to feel settled and secure, creating an environment which fosters their development. The childminder plans activities in line with children's interests and developmental needs, adapting each activity to ensure all children can participate and are challenged appropriately. Observations and assessments are in place, charting children's interests and achievements. Although the childminder is beginning to link observations to the expectations of the early learning goals, the current system does not clearly show children's progress and therefore, does not always accurately identify the next steps in a child's development. Children enjoy participating in a good range of adult-led and child-initiated activities delivered through indoor and outdoor play. For example, they regularly attend toddler and

activity groups in the local community, as well as participating in fund raising events, which raises children's awareness of the world in which they live. Through helping to plant a wide assortment of fruit and vegetables in the garden, including raspberries, blueberries, strawberries, potatoes and onions, children are actively learning about the origins of their food, caring for living things and growth, promoting several areas of learning through one activity. Regular counting, shape and colour recognition activities are incorporated into everyday play experiences. The childminder actively listens to all children and develops conversations with them by valuing what they say, responding and repeating their questions and answers. Younger children have fun making lots of noise with their toys and they enjoy looking at visually interesting colourful, sparkly toys, which helps them to explore using their senses. Simple play materials like colourful scarf's become interesting to children as they dance around the room with them. They also use their imagination well as they use the scarf to wrap objects up. The well resourced environment, creates lots of hands on learning experiences for children, effectively promoting their development in all areas.

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

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