

Inspection report for early years provision

Unique reference number	EY347612
Inspection date	03/06/2009
Inspector	Lynne Milligan
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 2007. She lives with her husband and two children aged four years and 16 months in a semi-detached house in Uttoxeter. Shops and a park are nearby. The ground floor of the property is used for childminding, with access via the front garden. Additional outdoor space is at the rear of the property.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local schools and attends a toddler group. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a comfortable and stimulating environment where children are recognised as individuals and provision is made to ensure each of them have their needs met. A basic range of activities are provided to allow children to make some progress in their learning. Children's welfare needs are promoted effectively and well-organised documentation reflects this. Relationships with parents contribute well to the children's continuity of care and learning. The childminder has started to think about aspects for improvement, paying particular attention to planning, observation and assessment.

What steps need to be taken to improve provision further?

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

- develop the planning to include children's starting points and provide a range of meaningful activities that cover the early learning goals, ensuring there is a balance of outdoor and indoor play.

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

- implement effective systems in order to observe and assess children's learning across the early learning goals (Organisation).

03/07/2009

The leadership and management of the early years provision

The childminder checks her home on a daily basis to ensure that hazards are kept to a minimum and maintains written records of risk assessments to ensure children are safe. The organisation of the childminder's home provides children with sound opportunities to learn and develop. The home is well-equipped with suitable resources which are easily accessible to children to enable them to make their own choices. The childminder follows a basic daily routine where children are provided with opportunities to learn through spontaneous play. She has warm relationships with the children in her care and responds to their needs. Children are well-protected as the childminder fully understands her responsibilities towards the children in her care with regard to safeguarding children's issues and has relevant documentation in place. The childminder encourages children to be aware of how to keep themselves safe through the use of house rules.

The childminder has sound relationships with parents and ensures they are kept well-informed about their children. She works closely with them regarding their children's needs and takes good note of what they say, exchanging information through the use of daily diaries. The childminder ensures all children and their families are included through such practice as her equality and special needs policy and a firm understanding of how she would cater for children with specific needs. She is currently developing her understanding of children's learning and development through referring to the EYFS documentation and identifying relevant training. She monitors and evaluates her childminding service and has begun to make moderate plans for future development.

The quality and standards of the early years provision

Children are happy and relaxed in the childminder's home. The childminder takes account of children's routines when loosely planning activities, however, observations and assessments of children's progress are not yet fully effective in charting children's progress towards the early learning goals to identify their next steps in learning. In addition, the childminder has not recorded children's starting points in order to accurately plan for their learning based on their ability and age. Children are happy to play with 'small world' toys or as they explore textures and sounds, pressing the buttons as they reach and grasp at the coloured cogs or bricks. The childminder gently guides the children with some questioning techniques that develop most areas of learning and provide satisfactory challenge.

Children are learning to keep themselves safe and healthy. They have regular opportunities to go on outings to the park, and walks around the local area. Children's safety is ensured through the childminder's policies and procedures. They are cared for in a clean environment where good hygiene practices are promoted to help minimise the risk of cross infection. Food is provided by parents and the childminder ensures it is stored and served correctly and encourages children to have healthy snacks throughout the day such as, fresh fruit, yoghurts and bread sticks.

Children's behaviour is managed well due to the childminder's consistent approach in promoting positive behaviour and acting as a good role model. Children receive lots of praise and encouragement, and guidance is applied to ensure they are aware of acceptable boundaries.

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?	2

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?	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?	3
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

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
---	-----

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