

Inspection report for early years provision

Unique reference number	EY372462
Inspection date	23/04/2009
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 2008. She lives with her husband and one child aged three years in a residential area of Stafford. Shops and a park are within walking distance. The whole of the ground floor, first floor bathroom and front bedroom are used for childminding. There is a fully enclosed garden available for outside play and can be easily accessed from the side of the premises. The childminder lives close to local schools and attends a local toddler group on a regular basis.

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 Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder includes each child and supports them according to their needs. Children make suitable progress in their learning and their welfare is promoted. Parents are kept informed of activities and development through simple observations and through daily diaries. The childminder is yet to use self-evaluation to assess her practice but has a clear understanding of her strengths and its impact on children. Some plans have been made for future development.

What steps need to be taken to improve provision further?

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

- improve the outcomes for children by developing the evaluation process and include any plans for the future in order to bring about further improvement
- develop the observations in order to clearly record children's development, using their next steps to inform future planning.

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

- carry out a risk assessment for each type of outing and review it regularly (Safeguarding and promoting welfare).

15/05/2009

The leadership and management of the early years provision

Children are cared for in a safe environment, however, their safety during outings has not yet been formally assessed as there are no risk assessments for such trips as the journey to and from the toddler group or the park. The childminder has attended the initial training programme and a workshop on the Early Years Foundation Stage. She considers her practice to be developing well, highlighting key strengths such as good quality one to one care and opportunities for children to socialise and make new friends. In addition, she has begun to identify some areas for improvement that will enhance her practice.

The childminder has a sound understanding of the needs of the children in her care and ensures that they are all included and valued. She has developed well-presented, written policies and procedures to underpin her practice, which she shares with parents. For example, her understanding of safeguarding is sound, with all supporting documentation in place should she have any concerns. The childminder organises her home and resources well, to promote children's progress and independence.

The quality and standards of the early years provision

The childminder builds close and supportive relationships with minded children so that they are settled and confident in her care. She involves herself in their play to extend the children's ideas and learning. The children concentrate well and play purposefully with the toys and resources provided. Children use images to associate the name of the animal or picture that the childminder is asking them to find, they carefully make their way around the outside of the wipe clean mat, looking for the boat, dog or penguin. Children independently select a favourite book and sit on the childminder's lap as they share the story. They turn the pages and children make the sounds of the ducks and cows, squealing when they press the musical buttons. They clearly enjoy this well-loved story and they are praised for using their language skills. The childminder cuddles the children and speaks gently to offer reassurance. She encourages them to take part in activities independently as they unpack resources or figure out how things work or fit together. The childminder ensures that children are beginning to make adequate progress in their learning. She takes children's interests into account and plans a suitable range of activities to promote all areas of development. She has begun to record her observations of children and is developing a sound understanding of how one activity can cover most if not all areas of learning. The childminder's observations of children's development are linked to areas of learning and shared with their parents.

The childminder uses everyday opportunities to help children learn about safety. She explains why something is unsafe in a simple way to help children's understanding. Children learn about good hygiene through everyday routines as children wash their own hands and faces without any prompting. They have daily opportunities for physical play so that they benefit from the effects of regular exercise. Sick children are excluded until they are well to prevent the spread of

contagious illness. The childminder has a positive approach towards managing children's behaviour. Children help tidy away and they are encouraged to share and respect each other from an early age. Children's achievements and good behaviour are endorsed with praise. Simple rules are in place and unwanted behaviour is diverted and redirected.

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?	2
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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