

Inspection report for early years provision

Unique reference number	224331
Inspection date	01/05/2009
Inspector	Adelaide Griffith
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 1991. She lives with her partner in Eastern Green close to local shops, schools and a library. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. She has two cats.

The childminder is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over eight to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare register.

The childminder takes and collects children from local schools and attends the local carer and toddler groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a child-friendly environment in which children's individual needs are met competently. Children are making steady progress in their learning and development in relation to their starting points. Their welfare is well-promoted in spite of some uncertainty regarding specific procedures. The process of self-evaluation is used effectively to achieve continuous improvements and targets are set for further development. The strong partnership with parents contribute to children's care and learning positively and there are growing links with other early years providers although collaboration to promote their education is not fully established.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of procedures to be followed in the event of an allegation being made against a member of the household
- improve systems to ensure that the provision for children is complementary to the education and care of other early years providers.

The leadership and management of the early years provision

The maintenance of records, policies and procedures contribute to the efficient management of the setting. The childminder ensures that she remains suitable to care for children by attending additional courses. The rooms used for childminding are organised to encourage play at all times and she supplements the wide range of resources consistently in order to meet the needs of all age groups. The childminder demonstrates the capacity to make necessary improvements by

implementing the recommendations from the last inspection effectively and this has improved the safety of children.

Continuous improvement is achieved because the childminder is proactive in extending her knowledge of initiatives relating to the care of children and she has made changes to the premises. For example, the outside area is enhanced by a patio that provides additional facilities for children's play. She monitors the effects of improvements by observing how new resources are used and has set targets which include the installation of a canopy to provide a shaded area that promotes consistent outside play during the summer. Risk assessments are effective and all children's welfare needs are competently met. This includes involvement in activities which are underpinned by their preferences. The positive partnership with parents supports children's care and learning appropriately. Although the links with other early years providers are in place this does not include the implementation of activities to complement specific aspects of children's education.

The quality and standards of the early years provision

Children are effectively helped to learn and develop in the Early Years Foundation Stage due to the childminder's understanding of activities that promote interest. She supports children by extending their learning and by making links with daily living activities. Children are cared for in a stimulating environment which is colourful due to a wide range of displays and a variety of interesting resources. There is a wide range of planned, purposeful play that includes all areas of learning. For example, children are gaining clear understanding of the world around them due to outings to various venues. Their language skills are growing as they play with others and talk to the childminder. They count with support and hand-eye coordination is developing by using rackets to hit small balls. They maintain concentration whilst looking at books.

The childminder plans for each individual by adapting activities according to children's developmental needs. For instance, during a cooking activity children have opportunities to roll the dough or to cut shapes whilst others press the dough to learn about textures. Observational assessments are carried out regularly and the next step in learning is identified. Planning includes follow-up activities to ensure that children are achieving identified goals. The childminder has experience of caring for children with learning difficulties and/or disabilities. She understands the importance of liaising with parents and external agencies in order to meet their additional needs effectively. The childminder works closely with parents to promote children's care and learning such as the development of large muscle skills. There is some awareness about activities in other early years settings but this is not sufficiently developed to complement children's education planned by other providers.

Children are competently safeguarded due to the childminder's understanding of child protection issues but there is some uncertainty about procedures relating to allegations. All other safeguarding issues are thoroughly addressed. Children are helped to stay safe during play because the childminder reminds them to be careful. Effective steps are taken to promote their good health and well-being. For

instance, balanced meals are provided with snacks of fresh fruit and children benefit from physical exercise daily. Children are competently protected against the spread of infection due to the use of individual sheets for covering changing mats. The childminder applies developmentally appropriate strategies for managing children's behaviour. Consequently, they are well behaved and this contributes to their ability to concentrate during activities.

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