

Inspection report for early years provision

Unique reference number	224472
Inspection date	04/06/2009
Inspector	Shirley Amanda Wilkes
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 1987. She lives with her husband and two adult daughters and two grandchildren. Access to the home is by a small step the whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for six children and is currently minding one child on a part-time basis in the early years age group. She is registered on the Early Years Register and compulsory part of the Childcare Register.

She attends parent and toddler groups, visits the local park, the local shops and attends the local childminder group. The family has a dog a rabbit and a guinea pig.

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 are happy and settled in this caring, homely environment. They receive good care because the childminder's practice is inclusive and she pays careful attention to children's individual needs. The childminder plans a variety of stimulating play activities that help children make good progress. Policies and procedures are in place and shared with parents. Good communication with parents ensures that all children's individual needs are met well. The childminder has begun to self evaluate her service to plan for future improvements.

What steps need to be taken to improve provision further?

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

- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision

The leadership and management of the early years provision

The childminder has a good understanding of how to protect children from harm or neglect and procedures are in place to ensure that all adults having access to children are suitable to do so. All records, policies and procedures for the safe and efficient management of the setting are in place. All the required records are in place to support children's needs and ensure that their needs are met. Parents are invited to contribute what they know about their child's likes, dislikes and interests at the admission stage and ongoing through daily verbal and written communication.

The good range of equipment and toys which are age and ability-appropriate is well organised in storage boxes for children to choose independently. Effective risk assessments of all areas of the home, as well as of trips and outings, successfully help the childminder to identify and minimise hazards to children. As a result of this, children play in a safe and secure environment, with a childminder who has a good awareness of potential dangers. The childminder has a thorough knowledge of her safeguarding policy and understands the procedures to follow if she is concerned about a child in her care. She also carries out evacuation fire drills from her home to help children learn how to keep themselves safe in an emergency. Recommendations raised at the previous inspection have been addressed to ensure children's safety and well-being.

The childminder has a positive attitude to inclusion and meets children's individual care needs well. Routines from home are followed for children regarding eating and when they are younger, sleeping. Good relationships with parents help to ensure that the childminder gets to know children well and as a result can care for them as individuals, according to their unique needs, interests and personalities.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. The childminder's home is appropriately organised and gives the children opportunities to become independent. The daily routine meets children's needs and promotes their welfare and all the required documentation is in place. The childminder provides a varied range of resources, many of which are set out within children's reach, to encourage them to make independent choices about their play.

Children enjoy taking part in planting flowers in the hanging baskets and are aware of the needs of living things when observing the care of pets. The childminder talks to children as they play, helping children to feel secure and developing their language skills. Children enjoy story time with the props from the story sacks, for example, the favourite at present is the Queen's Knickers, singing simple songs and rhymes also helps children's language development by the repeating of the words. Children are becoming aware of the wider world around them when exploring festivals and celebrations such as Chinese New Year, visits to toddler groups and walks around the local area helps make them aware of the local community. Children learn about numbers in a variety of ways, for example, when counting the number cards on the washing line outside the playhouse and when finding their number on the hopscotch squares. Children confidently name shapes when using them to make prints on their works of art on the outdoor painting easel.

Children's physical skills develop well as the childminder provides the children with opportunities for frequent outdoor play. They use the rocker, rise to the challenge of riding bicycles with pedals and filling bottles using the funnel and emptying them to spin the wheels when playing in the water tray.

The childminder takes positive steps to promote children's health and well-being. She protects them from the spread of infection by keeping her home clean and

setting a good example to children by following safe hygiene practice and encouraging them to do the same. Children enjoy healthy meals and snacks, which include fresh fruit, children are able to freely access their drinks throughout the day. Children respond well to the childminder's positive approach. She builds children's confidence as she tells them how clever they are when they are able to manage activities themselves. Children use good manners and learn how to share, take turns and to play co-operatively together.

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