

Inspection report for early years provision

Unique reference number	140040
Inspection date	14/05/2009
Inspector	Alison Romanczuk
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 registered in 2000. She lives with her partner, and their three school age children. Her partner assists with childminding duties. The ground floor of the childminder's house is used for childminding, with access to the upstairs toilet. Children do not have direct access to outside play. However, outings to parks and playgroups are an integral part of the daily activities.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years; of these, not more than three may be in the early years age group and of these not more than one may be under one year at any one time. The childminder is currently minding two children in the early years age group. The childminder works with an assistant and at these times she is registered to care for six children under eight years old of whom four may be in the early years age group.

The childminder is a member of the National Childminding Association and holds an NNEB childcare qualification and social work certificate.

Overall effectiveness of the early years provision

Overall, the provision is good. The childminder provides a professional and well organised service which meets children's individual learning and welfare needs. Excellent relationships established with the children's parents enables the childminder to provide a consistent level of care for the children attending and they settle well. Good systems currently developing enable the childminder to begin to evaluate and review the service she provides and to draw on her ability to support and drive through continuous improvement.

What steps need to be taken to improve provision further?

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

- establish systems further to monitor and evaluate the provision to support ongoing improvements

The leadership and management of the early years provision

The childminder demonstrates a clear commitment to providing a good quality provision which meets the needs of all children attending. The childminder's wealth of experience working with young children securely underpins her excellent knowledge of safeguarding and child protection issues. Systems in place, including full risk assessments are strong and regularly reviewed and the childminder clearly understands her responsibility to monitor the children and to share information when necessary.

Children play in an inclusive environment where their individual personalities and interests are given excellent attention and they settle well as a result. This includes children who may have disabilities and/or learning difficulties. Behaviour is well managed and the childminder experienced in using a range of age appropriate strategies to support children's good conduct. The childminder organises her day to ensure all the children spend their time purposefully and are able to participate in a range of activities both at home and whilst visiting local groups, parks and libraries. Resources are sustainable and well organised and feed into the children's interests in a lively and stimulating environment which is filled with the children's creations and artwork.

The childminder's clear grasp of the welfare requirements is underpinned by secure records, policies and procedures which are required for safe and efficient management of children in the Early Years Foundation Stage. They benefit from the childminders excellent attention to health and hygiene and from well balanced menus and clear routines which allow them time to rest, eat and to be active. They are well cared for when unwell and enjoy regular cuddles and close contact from the childminder and her assistant to reassure them throughout the day.

Valuable links have been established with the local authority to secure training including a first aid certificate and with other professionals who may attend local children's groups to offer advice and guidance. The impact of the involvement of parents as partners is outstanding because the childminder regularly talks, formulates daily diaries and holds regular reviews on the children's progress. Parents offer very positive feedback on their children's care and the daily diaries in particular enable them to chart their children's progress and contribute to their children's development and progress at home. The childminder understands the need for self evaluation and reviews her practice informally. She has started to set up systems in order to prioritise and drive forward improvements and children's potential in all areas.

The quality and standards of the early years provision

Children thrive and feel secure with this well qualified and experienced childminder and outcomes in all areas are good as a result. They settle well in a homely environment and demonstrate increasing knowledge and skills moving about the dedicated playroom set up for their benefit. Regular close contact and observation of the children in their play enables the childminder to get to know the children well and to support their individual achievements in partnership with their parents. Children are stimulated and interested in the activities and resources on offer and achieve well in relation to their starting points.

Children develop skills for the future as they slowly begin to expand their independence skills and develop confidence interacting with other children and adults in their life. They have a particular fondness for books and relish times when the childminder sits and reads their favourite stories and times when they can choose to flick through well known titles. The children regularly count, learn about colour and chat as they manipulate objects around them. They use crayons

and begin to formulate shapes in their drawings. Children's individual interests are particularly well catered for and they are able to make a positive contribution as a result. For example, one child attending has his own display of transport photographs, a particular interest, and is able to identify his family campervan with joy and delight to the others around him.

Children's experiences are enhanced by regular visits to local parks and playgroups where they participate in activities including cooking, painting and using outdoor toys to support their growing physical skills and coordination. They benefit from times when they can socialise and learn to take turns and negotiate with other children. Children present as safe and secure with the childminder and her assistant and willingly go for reassurance and comfort before venturing off to find and enjoy new toys. They feel welcomed for who they are and adopt healthy lifestyles as they walk to the playgroup and clamber over cushions in the play room. In particular, the children enjoy times when they visit the farm and the childminder has a stock of pretend animals to further enhance children's understanding and communication skills when at home.

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?	1
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?	1
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?	1
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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