

Inspection report for early years provision

Unique reference number	EY315803
Inspection date	29/04/2009
Inspector	Christine Holmes
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 2005. She lives with her husband and children aged 15, 12 years and 19 months in Hednesford, Staffordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises is accessed via a rising sloped path to the front.

The childminder is registered to care for five children under eight years at any one time. There are currently five children on roll, three are within the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder strives to improve outcomes for children in her care and she has developed an accurate view of her strengths and areas for improvements. Children make good progress and enjoy their time in this fully inclusive setting because the childminder recognises and supports their uniqueness. The childminder places much emphasis on working in partnership with parents to include them in their children's care learning and development.

What steps need to be taken to improve provision further?

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

- extend further child development knowledge in order to fully support all areas of learning by drawing on the full range of quality improvement tools available.

The leadership and management of the early years provision

Children are cared for in a clean, safe and secure environment. Potential risks to children's safety are identified and appropriate safety measures are put in place. High regard is given to supporting children's good health through minimising infection and promoting healthy lifestyles. The premises are organised to provide a welcoming inclusive environment with resources that are plentiful and stored to allow children generally easy access. The childminder has attended training events to develop her knowledge and understanding of safeguarding issues and as a result she has a clear understanding of her role and responsibilities relating to safeguarding children and is aware of the procedures to follow should a concern about a child's welfare arise.

The childminder recognises the importance of working in partnership with parents. She involves parents in their child's care learning and development which supports

the continuity of their care. She displays Information about the provision and has devised a detailed and comprehensive range of written policies and procedures to inform parents about her service. She obtains written information relating to child care issues, such as weaning and language development, to offer support and guidance to parents. Children's individual development files are shared with parents and time is made available to discuss children's progress and needs on a daily basis. Written statements from parents demonstrate their high levels of satisfaction in the care their children receive.

The childminder is eager to improve outcomes for children and uses a number of tools to effectively monitoring and evaluate the quality of her provision. All the recommendations from the last inspection have been met which has resulted in improved outcomes for children's health, welfare and learning. Recent changes in the structure of the garden has resulted in a much improved outdoor environment for children. The childminder has sought advice and has made effective changes to the systems she uses to record children's achievements, identify learning priorities and planning of activities and experiences which has resulted in children's uniqueness being recognised and supported well.

The quality and standards of the early years provision

Children are happy and settled because they develop warm and affectionate relationships with the childminder who spends her time responding to their wishes and interests. Children make good progress in their learning and development because the childminder has a generally good knowledge of how children progress and how she can help them in this process, particularly in areas of their independence. However, she is less secure in her knowledge of how to support children in some other areas of learning and as a result all potential learning opportunities are not always fully considered.

All the educational programmes for each area of learning are promoted. Children are encouraged to become active learners and develop independence and confidence at a very early stage by taking an increasingly active role in making decisions and developing the skills to do as much for themselves as possible. For example, children select the food they would like to have on their plate for lunch. They are supported effectively to develop toileting skills and to dress and undress and they make decisions about playing in or outdoors and initiate their own play and follow their own interest.

Children are supported well to develop their skills for the future. They develop their understanding of technology as they enjoy recognising the changing images on the digital photograph frame and explore electronic toys. They show an increasing interest in number and shapes. The childminder encourages lots of conversations that encourage children to recall and express their thoughts and feelings which helps children become skilful communicators. Children show great enjoyment expressing themselves through moving to music, singing and using musical instruments. They play imaginatively using a wide range of small world toys and resources in and outdoors.

Daily routines, planned activities and regular discussion are used well to support children's awareness about keeping healthy, staying active and eating well. Children play in the large, secure garden with a stimulating range of equipment. They take part in growing fruit and vegetable to eat as snacks and learn why it is important to change their wet clothes after playing with the water outdoors. They are helped to learn about safety through discussions and the good attention the childminder gives to keeping the environment safe and secure.

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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