

Inspection report for early years provision

Unique reference number	EY373007
Inspection date	28/04/2009
Inspector	Ann Winifred Harrison
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 2008 and works alongside a co-childminder and works from her co-childminders house. Both childminders have equal responsibility for the childminding practice. Access to property is via a flat driveway and one step up into the entrance hall. All of the property is used for childminding purposes. Children have access to a secure outdoor play area.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently caring for seven children, three of these are within the early years age range. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is working towards a Level 3 early years qualification. She takes children to and collects them from local schools. Children are also taken on outings and to the local carer and toddler group. The co-childminders family has one dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides an inclusive and welcoming service. She implements effective procedures to ensure that children's welfare and learning are supported well. She establishes good partnerships with parents to ensure that their children's individual needs are met and that all the required details are shared and recorded. Learning and development is supported well, consequently, children are happy and are making good progress. The childminder is beginning to use self-evaluation to identify areas for the development of her provision and shows a strong commitment to improving her practice through ongoing training.

What steps need to be taken to improve provision further?

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

- develop further the educational programme by linking assessment to planning to fully support children's progress
- increase resources that reflect diversity with regard to gender roles and disabilities in order to support the children's understanding that people have differing needs, views cultures and beliefs that need to be treated with respect.

The leadership and management of the early years provision

The childminder provides a warm, welcoming and homely environment for the children in her care. She ensures that children are safe and well cared for. She has developed detailed written policies and procedures to meet the Early Years

Foundation Stage (EYFS) requirements. These are readily available to all parents because they are given a copy as soon as their children start. Children benefit from the childminder's implementation of a strong partnership with parents and other settings. Daily diaries for younger children and ongoing discussion about activities mean that parents are well informed about what their children are doing each day. Parents provide detailed information on their child's individual routine and current stage of development, which enables the childminder to meet all children's needs successfully.

Children are safeguarded effectively because the childminder has robust systems in place for security and safety. Daily visual safety checks are completed to ensure that children are cared for in a safe environment. Security in and around the home is good and the childminder checks the identity of who is at the door before allowing entry. Toys and equipment are checked frequently to ensure safety and cleanliness. The written risk assessments cover all areas that children come in contact with and all of the outings they may go on, which helps to ensure their safety. A safeguarding procedure is available in writing and the childminder ensures that she is up-to-date with current local safeguarding procedures. She ensures that any concerns about the children in her care can be addressed promptly.

The childminder is proactive in accessing training to help her to continually improve her knowledge and skills. She has attended courses such as implementing the EYFS, food hygiene and first aid. The childminder is currently completing a relevant early years qualification. By working closely with her co-childminder, she is able to discuss and identify areas of strength and areas for development.

The quality and standards of the early years provision

The childminder is well organised and spends the majority of her time engaging and playing with the children. Resources are well organised so that they are easily accessible to children to enable them to become independent learners and make decisions about what they want to do. Toys are available at a low level and children are able to access their favourite activities as and when they wish to. The childminder plans a good variety of activities for children and ensures that children's own interests are taken into account. Her planning covers all six areas of learning and shows a good balance of adult-led and child-initiated activities. For example, children are learning to count in everyday situations such as counting the cars on the way to school and counting bricks as they build towers. The childminder is beginning to introduce simple addition and subtraction as they sing and count the 'five currant buns' song. Children enjoy listening to stories and singing songs and rhymes.

Children learn about the wider world as they look at books about other countries and celebrate a variety of festivals. They try food from other cultures and find other countries on an interactive globe. The childminder talks about peoples similarities and differences through stories and provides some resources that reflect positive images of other cultures, however, the resources that reflect disabilities and gender roles are limited. This limits children's understanding of diversity.

Children learn about nature and their environment as they go for walks in the community and visit the local canals to see ducks and swans. They enjoy regular visits to the farm and zoo. The childminder makes regular spontaneous observations of children's progress. In addition, each child has individual photographs and observation notes that record children's achievements and their next steps in learning. However, the system of observation and assessment does not fully inform the planning for individual children, which potentially restricts children progress.

Children are provided with healthy and nutritious snacks such as fresh fruit vegetable sticks and rice cakes. The childminder works with parents to ensure their lunch boxes contain healthy food. Records and documentation are in place to ensure children's health needs are met. The childminder follows children's dietary requirements with care to ensure their individual needs are adhered to. Good hygiene procedures for nappy changing limit the risk of cross-contamination. Children's health is further promoted through discussion on why it is important to eat healthily and take regular exercise. There are good opportunities for outdoor play, children enjoy playing on the trampoline and bikes in the garden and going on regular walks and outings to the park. Children begin to develop an awareness of keeping themselves safe, for example, they practise the emergency evacuation procedures and the childminder talks about safety in the home and when on outings.

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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