

Inspection report for early years provision

Unique reference number	EY216500
Inspection date	15/06/2009
Inspector	Deborah Ball
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 2005. She lives with her husband and their three children aged nine, 11 and 13 years in the city of Hereford. The ground floor and first floor of the property is used for childminding purposes. There is a fully enclosed garden available for outside play. Children are taken on local outings. The family has one dog.

The childminder is registered to care for six children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. 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's learning and development are well promoted as they benefit from a wide range of interesting and challenging, planned and spontaneous activities. The childminder provides children with a stimulating learning environment, where their individual needs and interests are well supported. Children's welfare is successfully promoted in a safe, friendly and homely environment. The childminder has built very good relationships with parents and carers, and has started systems for liaising with other settings which children also attend. Although the childminder has started systems for self-evaluation, these are not yet sufficiently developed to ensure she is able to make continuous improvements in all areas.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system further to ensure priorities for making improvements in all areas are identified and implemented
- develop systems for planning activities further to ensure these are consistently evaluated and used to inform future planning so that individual children's learning and experiences are fully extended.

The leadership and management of the early years provision

Children benefit from the childminder's commitment to providing good quality childcare. The childminder is committed to developing her knowledge and experience, and regularly attends local appropriate training. Children benefit from

the childminder's commitment to further development as she ensures any changes or good practice are implemented into the care provided. Children are happy and settled in a safe, friendly and homely environment. Their independence is nurtured as they are able to self-select from the wide range of good quality, interesting toys and resources to instigate their own play. The effective partnership with parents and carers plays a key part in providing high quality care and early education for individual children. The childminder is aware of the importance of involving parents and carers in the care of their children and constantly consults with them, ensuring they are kept fully informed of how their children spend their day. The effective policies and procedures work in practice to safeguard children and promote their health and well-being. The childminder has effective systems for gathering relevant information from parents and carers when children first start, to ensure individual children's routines are adhered to.

Children benefit from a healthy lifestyle and being cared for in a safe environment. Risks of accidental injury to children are effectively minimised because the childminder completes risk assessments of the home, equipment and before going on any outings and takes immediate action to ensure children are kept safe and secure in everything they do. Inclusive practice is promoted as the childminder encourages children's positive self-esteem and adapts the activities to ensure all the children are able to join in at their own level. The recommendations raised at the last inspection have been fully addressed and resulted in improved welfare and safety for children. Self-assessment is evident in the childminder's practice and the she has a clear vision for high quality and inclusive care. The childminder has started to identify some of the areas within the provision which need further development, such as plans to extend the current range of resources to provide children with multi-sensory resources which will inspire curiosity and exploration for children of all ages. However, the self-evaluation system is still under development and is not yet sufficiently robust to ensure that areas for making improvements in all areas are identified and acted upon.

The quality and standards of the early years provision

Children's development and learning are stimulated due to the appropriate positive interaction with the childminder. Space and resources are well organised to enable children to participate enthusiastically in a wide range of interesting activities that meet their play and development needs. Children have formed harmonious relationships with their peers and the childminder. They are comfortable with the childminder and have built a warm and trusting relationship. Children's language skills are developed through their love of books and story telling, as well as joining in with relaxed everyday conversations. Young children are encouraged to experiment with sound and develop their vocabulary. The children regularly visit the library and enjoy choosing books to take home and share with their family. Children have many opportunities to extend their imagination and creative skills. They enjoy using the wide variety of craft and natural materials to create brightly coloured collages and textured pictures.

Children are progressing well in their learning and development as they benefit from an exciting range of activities, which are specifically planned to ensure

individual children's preferences and needs are fully catered for. There are systems in place to observe and assess children's learning and development. The childminder successfully uses these records to plan interesting activities which help individual children to move on to the next stage in their development. However, the activity plans are not consistently evaluated and used to inform future planning to ensure children are given every opportunity to extend their learning and experiences. Children are treated with respect and their confidence is encouraged and nurtured through daily activities and routines. They have access to resources and activities that promote positive images of diversity. Children are made aware of their surroundings and the wider world through planned activities which are linked to their own particular interests. For example, children are currently learning about Africa through their art work, role play, cooking activities, playing African musical instruments and singing African songs. They are given opportunities to develop their knowledge and understanding of the natural world through interesting topical work. For example, as part of the current topic children are observing the life cycle of honey bees. The childminder helps children to extend their understanding through related activities, such as observing honey bees using binoculars and magnifying glasses on nature walks, encouraging them to find out how the bees produce honey, making honey sandwiches and drawing pictures.

Children's safety and well-being are well promoted through effective health and safety procedures. They are made aware of safety through everyday routines and activities. For example, children learn about road safety when out walking and safety around the home, such as how to safely climb and descend the stairs when accessing the first floor of the property. Children are made aware of healthy living through a variety of activities which include regular opportunities to exercise and develop their physical skills. For example, they enjoy taking part in local outings, such as visiting the park, where they are able to develop their climbing skills and join in with games.

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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