

Inspection report for early years provision

Unique reference number	EY259042
Inspection date	18/05/2009
Inspector	Lynne Milligan
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 2003. She lives with her husband and their two children aged sixteen and nine years in a residential area on the outskirts of Stafford. The property is accessed via a driveway, through either the front door or side access leading into a utility area. The whole of the ground floor of the property is used for childminding. A large rear garden is available for outdoor play and can be accessed from the side of the house or through the patio doors. There are shops and a park within walking distance.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. Children attend both part-time and full-time and in the school holidays. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder also works with an assistant on occasion and is registered for overnight care.

The childminder helps out at a local toddler group, transporting children to and from school. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a warm and caring environment in which children's individual needs are well met. She has a secure understanding of supporting children to make good progress in their learning and development and works well with parents to ensure that children's welfare needs are consistently met. Systems for monitoring the provision are generally effective in identifying key strengths and areas for development, resulting in a provision that is continuously improving.

What steps need to be taken to improve provision further?

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

- develop further the system to evaluate practice by involving parents in the process.

The leadership and management of the early years provision

The childminder has a clear and effective system for maintaining detailed records and policies that promote all outcomes for children. She implements all policies well and has specific risk assessments that cover all areas of the premises and outings, ensuring hazards are minimised and children are kept safe at all times. In addition, she has a detailed plan of her home that identifies the exits and a clear evacuation procedure that offers secure instructions for any visitors to her

premises. The childminder listens to children and although she has collected parents' views through the use of questionnaires, she has not involved parents in the self-evaluation process. She has a clear focus on continuous improvement and her secure knowledge of child development, which has progressed through her ongoing NVQ level 3 course means that children's individual needs are identified and met. The positive partnership with parents works well to promote outcomes for children. Information is shared daily and parents receive good quality information about the setting. The childminder develops links with the local schools to provide continuity of care for children that attend both settings and uses information gained to plan appropriate activities that extend children's interests and learning. She is proactive in ensuring specific children's development is tracked as she meets with teachers and parents, informing them of their progress, individual needs and personalities.

Activities and resources are varied and easily accessible to children, providing an interesting environment in which children can develop their independence. There is space for children to move freely and they develop warm relationships with the childminder as she is caring and sensitive. Resources are regularly checked and are appropriate for the children's ages and stages in development. The childminder has a good awareness of safeguarding issues and the appropriate leaflets and contact numbers should she need to gain advice about any concerns. Her clear and concise policies firmly underpin her everyday practice and this is further promoted as she has gained her level 1 and 2 in safeguarding.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's home. They are polite and friendly, developing good levels of confidence and self-esteem. They are able to play with children of all ages and attend toddler groups to promote their social skills. Children develop a keen awareness of how to keep themselves safe and healthy through themed activities and discussion. With the childminder's support children learn about eating healthily as she talks to them about how eating lots of fresh fruit and vegetables helps them grow strong. Children respond quickly and positively to her gentle reminders about being careful as they play. They learn about road safety on outings as they are aware of hazards on the roads and why they must stay close whilst out walking. This helps them to learn how to keep safe, whilst being allowed to take risks under close supervision. Children take part in many activities and outings which helps to develop their awareness of the local community and wider society, as well as, learning about each other's differences and diversity. Discussion about what they see as they are out and about also encourages children to value and respect others.

The childminder plans activities that provide meaningful opportunities for children to develop in all areas of learning. Themes and topics are used to provide a focus to the activities such as 'growing' and 'colours'. Children's interests also inform the planning, for example, the childminder uses a child's interest in cars to introduce counting and problem solving. Informative observations are used to assess children's progress and identify their next steps of learning which are used to plan appropriate activities for children's needs. There are good systems for identifying

gaps in learning, and these are fully implemented to monitor children's progress towards the early learning goals across all areas of learning which enable her to form a clear overview of their development. The childminder has a good knowledge of children's abilities and interests which means she can effectively support them during play. Open-ended questions are used adeptly to offer challenge and encourage children to think creatively, promoting their ongoing development and giving them confidence in their abilities. Children have daily access to outdoor play and enjoy various trips and outings to local parks. Physical development is promoted well outdoors by using slides, climbing frames and swings. The childminder further reinforces their learning as they become aware of the changes in their bodies, knowing their heart beats faster after exercising.

Older children use mathematical language during play, naming various colours and using positional language as they understand bigger and smaller, before and after as they compare objects. They develop good communication skills and the childminder provides opportunities for children to link sounds to letters, develop their mark-making skills and recognising numerals through many activities and everyday routines such as, meal times. Children demonstrate a positive attitude towards learning and are able to express themselves clearly. Overall children are keen, enthusiastic and thoroughly enjoy their time with the childminder.

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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