

Inspection report for early years provision

Unique reference number	EY389675
Inspection date	23/06/2009
Inspector	Catherine Greene

Type of setting	Childminder
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her partner and their two daughters aged six and 15 months. They live in a two bedroom converted maisonette on the first and second floor. The accommodation consists of two bedrooms, bathroom and toilet facilities on the second floor and living room and kitchen on the first floor. The living room and one bedroom will be used for childminding purposes. The childminder is registered to care for no more than three children under eight years; of these no more than two maybe under five years and of these not more than one may be under one at any one time. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. She currently has two children on roll. The childminder attends the local parent/toddler groups and walks to and from local schools.

Overall effectiveness of the early years provision

Overall, the quality of provision is good. The childminder provides a service which meets the needs of local parents and their children. She has attended training in the Early Years Foundation Stage (EYFS) and has good knowledge about adapting the play space, activities and resources to ensure children of all ages are able to participate fully. Secure relationships with children's parents contribute to ensuring children's individual needs are met and clear records about the children including registers, accident and medication consent forms underpin this aim. Children are safe and secure and effective procedures further support this aim. She gets to know the children well and this supports her equal opportunities policy and enables children to pursue their interests and achieve in a relaxed and interesting environment. The good range of activities and opportunities available support children's progress and learning. The childminder is eager to pursue improvements and intends to use an evaluation method in the near future.

What steps need to be taken to improve provision further?

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

- continue to develop resources which provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- continue to develop systems used to evaluate the care, learning and welfare provided to aid continuous improvement
- ensure children's awareness of emergency evacuation is promoted.

The leadership and management of the early years provision

The childminder shows commitment to ongoing improvements and is eager to provide a good quality service for children and their parents. She plans to start

working towards a qualification, NVQ Level 3 in childcare in the next academic term. She is keen to gain further knowledge in order to meet children's individual needs in the Early Years Foundation Stage. Currently the childminder has an informal system in place to evaluate her service, she is aware that this will support her to build on strengths and improve areas of weakness. Good relationships with children's parents contribute to ensuring children's individual needs are met. The childminder is fully aware of her responsibility to safeguard the children in her care. Policies and procedures in place reflect the childminder's aims and records are well organised and confidentially stored. Suitable measures are in place to promote children's good health and the childminder has an up-to-date first aid certificate. She works alongside parents in supporting children's dietary needs and shares all policies and procedures to ensure communication is open. Children are kept safe when with the childminder, although fire evacuation procedures are in place the childminder has not yet practised these with the children. Despite this, she has risk assessed her home, talks to the children about keeping safe and teaches them good road safety awareness whilst on outings.

The quality and standards of the early years provision

Children settle well with the childminder and play in an organised environment in the two rooms dedicated for their play and rest. They enjoy the activities and resources provided and the childminder gets to know them well as she interacts with and communicates with the children each day. Their learning and development is well supported and they demonstrate increasing independence and confidence when moving around the room and choosing resources. The childminder uses her knowledge of the children gathered by talking to their parents and observing them in their play to help them progress in each area of learning. The childminder offers lots of praise, reassurance and encouragement for their achievements.

Children are treated as individuals and the childminder provides well for their interests, ages and stages of development. They enjoy a range of good activities and are secure in the childminder's daily routine. They listen well to their favourite stories and enjoy identifying colours and different characters in books with the childminder. Children are treated as individuals in an inclusive environment, the childminder plans to develop her selection of toys and books that reflect different cultures and ways of life which are currently limited. Children enjoy painting and drawing and have their creations displayed in their portfolios, giving them pride in their work. They choose from resources available, build towers with plastic bricks and enjoy playing with musical toys and the childminder reports that they love to sing and dance.

Children's welfare is given good attention and the children learn about keeping healthy and safe during their daily activities and discussions with the childminder. In partnership with parents the childminder ensures that children eat a healthy and well balanced diet, learn good hygiene habits and have lots of opportunities for physical play, fresh air and exercise.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met