

Inspection report for early years provision

Unique reference number	EY373520
Inspection date	21/07/2009
Inspector	Christine Stewart
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. She lives with her husband and adult son. The whole ground floor of the childminder's house is used for childminding. The toilet and rest facilities are on the first floor level. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time. There are currently eight minded children of whom seven are in the early years group on roll. Children attend on a full and part-time basis. The childminder plans outings to local places of interest and toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and well settled within the provision. The childminder provides a well organised, stimulating environment for children, where each child's individual needs are well met. Children make good progress in their learning and development because of the childminder's understanding of how to support children's learning. She works in partnership with parents to ensure consistent and good quality care and education is provided.

She has initiated her self-evaluation process and recognises how this helps to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to build on good practice and further develop starting points information and planning to support children's progress towards the early learning goals
- continue to develop the process of self evaluation to effectively identify the setting's strengths and priorities for development
- further develop the record of risk assessments for all outings and provide opportunity for all children to practice safe evacuation from the premises in the event of an emergency

The leadership and management of the early years provision

The childminder is committed to improve the service she provides for children and their families. She does this through training and keeping up to date with ongoing childcare practices. She has completed the National Vocational Qualification Level three in Children's Care Learning and Development, she has attended training for the Early Years Foundation Stage (E.Y.F.S.), and has certificates in first aid training, safeguarding children and food safety.

The childminder maintains well organised records and has developed written policies and procedures to inform parents and to ensure the smooth running of her

provision.

She is in the early stages of putting into place methods of evaluating her practice to identify key strengths and areas for development. The childminder is developing starting points and written assessments of children's achievements and she plans their next steps for learning. She makes records of what they can do and how activities relate to the areas of learning.

The childminder has developed many effective systems to work in partnership with parents. They are kept very well informed about the events of their child's day and their progress, for example, through verbal communication and the sharing of their individual profiles. Information is obtained on children when they commence at the service to enable the childminder to support and meet individual children's needs.

The childminder places good emphasis on maintaining a safe environment and has a range of safety measures in place throughout her home. To further promote children's safety the risk assessment log for outings requires more detail and all children should be given the opportunity to take part in emergency evacuation drills. Children's health and well-being is well cared for because there are effective procedures in place, if children become ill or have accidents.

The quality and standards of the early years provision

The childminder has a sound understanding of the 'Early Years Foundation Stage' which she uses to provide interesting and varied opportunities to help children make good progress and to meet their care needs. The childminder delivers all areas of learning through purposeful play with a balance of child-initiated and adult-led activities.

The environment is very well organised with play equipment which is easily accessible to the children. This means that children can select their own toys and activities enabling them to initiate their own play. Children problem solve as they construct with wooden blocks and their language reflects their knowledge of number, shape and size. They enthusiastically talk about the size of their sunflowers which they have planted in the garden and record the flowers growth on the measure chart. The childminder creates opportunities to promote children's physical well-being and to help children develop their knowledge of the community. For example, children access outdoor play activities in the childminder's garden, and they enjoy visits to the park or further a-field to the 'Mountain Zoo'. Children are learning to protect their environment and the wider world. For example, they take unwanted clothes to the charity shops and sort out household items for the recycle bins. Their knowledge is further supported as they play a board game devised by the childminder to help them learn which items can be recycled this promotes discussion and greater awareness around this subject.

Children have opportunities to be creative as they dress up or explore with different mediums such as paint, soil and dough. The childminder promotes children's linguistic skills by providing plenty of opportunities for children to explore language through songs, stories and activities. Language and communication are recognised as essential skills for children's economic well-being and underpin all

activities.

The childminder is an good role model. She is calm, listens to the children and shows respect in all that they do. She gives plenty of praise for their efforts and acknowledges when they are kind to each other. In response to this children behave well. They learn to share and take turns. They cooperate when putting things away and are polite when they make a request, remembering to say please and thank you.

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?	3
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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
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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