

Inspection report for early years provision

Unique reference number	EY387998
Inspection date	09/07/2009
Inspector	Sharon Dickinson
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 lives with her partner and daughter aged 12 in Staffordshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The property is accessed via a small step and ramp. The childminder is registered to care for a maximum of six children under eight years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children on a part-time basis, all of whom are in the Early Years Foundation Stage (EYFS). There are partnership arrangements in place with other early years settings that children attend. The childminder receives support from her local authority early years advisor.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a safe, secure and inclusive environment and effectively promotes children's welfare and learning. The childminder has a sound understanding of the children's individual needs and uses this knowledge to provide activities that interest them. As a result an exciting range of age-appropriate play activities and first hand experiences are planned. An excellent working relationship is forged with parents and they are kept very well informed of their children's daily routines and progress. The childminder has started to make use of self-evaluation to identify strengths of the setting and areas for development.

What steps need to be taken to improve provision further?

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

- develop observation, assessment and planning systems to clearly match learning aims to the most relevant early learning goals and ensure that records provide a clear overview of children's progress in relation to their starting points
- ensure records of attendance and accident records contain sufficient detail.

The leadership and management of the early years provision

The childminder is very well organised and keeps clear records which mean that children's welfare and learning is well supported. Records for managing attendance, accidents and medication are generally kept accurately and up-to-date and support the childminder effectively in keeping children safe and managing their health needs. However, attendance records do not currently indicate times that older children attend pre-school and accident records contain limited information regarding the description of injury.

Comprehensive written policies also underpin the childminder's practice well and

are shared with parents on entry. The childminder has started to make effective use of the Ofsted self-evaluation tool to identify her strengths and weaknesses and, thereby, implement any necessary actions for improvement effectively. For example, training has been well targeted to support the childminder in developing the necessary skills to keep children safe and to implement the EYFS requirements. She has undertaken various training courses, such as first aid, safeguarding, and an introduction to childminding practice which have enabled her to improve her childcare skills.

Excellent relationships are forged with parents. Useful information is exchanged at the start of a placement to ensure the childminder is aware of parents' wishes, children's individual needs and capabilities. This information is effectively used to provide personalised care and assists the childminder in planning activities in line with the child's interests. The childminder keeps parents very well-informed about the child's well-being and what they have been doing through discussion and daily diaries. Wider partnerships are also developed with other early years settings providing a holistic picture of the child and supporting continuity of care.

The childminder's home is appropriately organised and gives the children opportunities to become independent. She undertakes regular risk assessments for the home and outings so that any hazards are identified and minimised. The childminder has a clear understanding of her responsibility to protect children and knows how to implement the Local Safeguarding Children Board's procedures.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's care and they have developed warm and positive relationships. A broad range of resources are available, both indoors and outside, that are set out so that children can make independent choices in what they do. The childminder provides children with activities to develop their skills in all areas but remains responsive to their interests, which in turn makes children eager to learn and confident to suggest their own ideas. The childminder routinely observes and assesses children's learning to monitor their progress towards the early learning goals although the method used to record their achievements does not provide a clear overview of their progress in relation to their starting points. She uses the information obtained from observations to plan for children's next steps in learning ensuring activities are suitably challenging for children. However, recorded learning intentions are not always clearly matched to the most relevant early learning goal, however, in practice all children are appropriately supported and activities are well matched to their ability. A good balance of adult-led and child-initiated activities is delivered through an exciting, fun and spontaneous curriculum.

Children's communication skills are firmly developed through general discussion and enjoyable activities such as sharing favourite books and stories. New vocabulary is successfully introduced, for example, when learning about Spain children learnt key words such as "hola" and "adios". Frequent opportunities for mark-making are provided as children access a variety of creative activities such as painting, drawing and collage. Opportunities are provided for children to use tools safely

such as when cutting up fruit for snack or using scissors. They use their senses to explore malleable materials such as play dough and sand. Children particularly enjoy role play and ample resources such as a play kitchen and Duplo hospital set are provided to support and extend their imagination.

Basic mathematical concepts are introduced through practical and meaningful activities such as weighing and measuring ingredients for cooking activities or observing house numbers on local walks. The children's knowledge and understanding of the world is increasing as they access resources which reflect positive images which the childminder uses to talk with the children about respecting differences. Children benefit from regular outings and develop their understanding of the wider community through trips to the park, library, visits to toddler group and meeting up with other childminders to socialise with a wider group of people.

The childminder promotes positive behaviour by using effective strategies. Children respond positively to her clear and simple explanations. House rules are prominently displayed at child height and manners are consistently encouraged. Children's confidence and self-esteem are fostered because the childminder frequently praises them and is sensitive to their individual personalities. Consequently, children behave very well. They receive excellent care in a home that is safe and secure because the childminder has a secure understanding of safety issues. Children practise and recall the emergency evacuation procedure; this ensures they are fully aware of what to do in the event of a fire. They know to get down low if there is smoke in the room. Exemplary hygiene procedures are implemented. Individual 'colour coded' hand towels are provided to reduce the spread of infection and even the youngest child was aware and eager to wash their hands after messy play. Children develop a positive attitude to healthy eating as they are provided with a varied and nutritious diet. They know that food provides us with important vitamins, that calcium makes our bones strong and exercise is good for you. They regularly undertake cookery sessions and have planted carrots and peppers which they tend to in the garden.

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?	1
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?	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----