

Inspection report for early years provision

Unique reference number	EY235442
Inspection date	12/10/2009
Inspector	Chris Mackinnon
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).

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.

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Description of the childminding

The childminder has been registered since 2002. She lives with her husband and three children aged 17, 14 and seven years. The house is accessed down steps from the road, and the whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor activities. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of four minded children may attend, with no more than three in the early years age group. The childminder currently has six children on roll, with four in the early years age group. The childminder makes regular outings to local care groups and play centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual care is soundly supported by the childminder, who also provides a safe and organised play and learning environment. A clearly planned and organised range of activities is in place, and children make steady progress with their learning. The childminder has established useful links with parents and carers, to ensure children's healthy growth and development is soundly supported. The childminder has a positive approach to improvement, and is developing her use of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop knowledge and application of the early learning goals to support children's achievement
- increase the use of self-evaluation to identify areas of development and support improvement

The effectiveness of leadership and management of the early years provision

The childminder has been providing childcare for over five years and has completed training in childminding practice. She has also recently attended the briefing for the Early Years Foundation Stage (EYFS) framework. The childminder has an established and soundly organised childcare programme. She has prepared play areas for children and a suitable range of activities are provided. She also demonstrates a sound knowledge of the individual children in her care. The childminder has a consistent awareness of safeguarding, and the need to keep children safe and secure. She has attended child protection training and has written guidance on correct safeguarding procedures. The childminder's home is safely organised, with an appropriate range of safety precautions in place, to minimise harm and risk to children.

The childminder has some sound and well organised elements within her practice, particularly with the planning of children's learning activities, and the presentation of resources to engage children's interests and promote achievement. There are areas however, where her play programme has limitations, and this is mainly with her application of the early learning goals and use of self-evaluation to promote improvement. Children are soundly supported in their learning and are ably encouraged to make progress through their learning stages. The childminder has experience of working with children over a range of ages, and shows a clear understanding of their different development needs. The childminder takes care to work closely with parents and other carers to support children's healthy growth and progress. She shares information and provides regular contact to include parents, and support their inclusion and involvement in their children's learning. Within the planned activities, a clear range of inclusive, other culture activities are organised, to widen children's knowledge of the world and support their awareness of diversity.

The childminder demonstrates a confident approach to planning and maintaining her childminding practice. She has responded appropriately to the recommendations made at the last inspection, and recognises the importance of developing her work. The recent introduction of the EYFS framework has resulted in a number of changes being made to her play programme, which she is continuing to implement and revise. She is also aware of the process of self-evaluation and how it supports improvement, but a clear system for identifying areas for improvement, is not yet fully in place. The childminder makes sound use of the space within her home, to provide opportunities for expressive play and child-led activities. An attractive and useful range of resources is also available, to engage children's interest and support their skills and development. The childminder takes care to provide close care and support for children, and uses her knowledge of their individual needs appropriately, to maintain their learning and achievement.

The quality and standards of the early years provision and outcomes for children

The childminder has a clear commitment to supporting children's development, with consistent organisation and clear planning of children's learning activities. She plans for a year ahead and includes a range of learning themes, like animals or the seaside, to add purpose to her activities and interest the children. Also included in the planning are activities designed to support children's awareness of other cultures and the wider world. The childminder has the ability to support the learning and development of children over a range of ages. She provides organised daily routines, which have active periods, and then times when children can reflect and have quiet play. Through her close guidance and provision of suitable play resources, children have a range of positive experiences, to support their enjoyment and learning. Children's learning under the EYFS framework has a set of learning areas, or goals, which are used by the childminder to ensure children have a full range of learning. The childminder has currently a developing knowledge of the learning goals and their application, and this is noted as a area for

development within her practice. The childminder recognises that observing and assessing children's learning progress is important, and has a clearly organised system in place. Each child has a development folder that records activities, and tracker books are also used appropriately, to chart children's learning stages and their next steps in learning.

Children are able to enjoy the play spaces provided, and have easy access to an attractive range of play materials and resources. This benefits children's enjoyment, and supports their engagement in active learning and creative thinking. Children have regular opportunities for problem solving and learning about numbers, particularly with assembly resources. For example, children have fun building towers out of bricks, and as they build them higher, they learn about counting, shapes and sizes. Children's use of speech is soundly supported by the childminder, and also their awareness of books and print. For example, as part of her current learning theme, the children sit with the childminder, to compare and recognise different types of animals in story books. Throughout the play programme, children's ability to be creative is soundly fostered. A consistently organised range of art-craft activities is provided to encourage children's making skills and expressiveness, and children are also regularly encouraged to create their own games and have child-led play.

The childminder takes care to ensure children feel safe within her home. Children are encouraged to settle into routines that support their sense of belonging, and children's individual likes and dislikes are taken into consideration. The childminder has a sound sense of safety and organised risk assessments are carried out. She is also vigilant in her protection of children, particularly with the use of photos and maintaining consistent safeguarding practice. The childminder continually provides encouragement to children, to support their confidence and overcome challenges during play. She is also calm when supervising their behaviour and dealing with upsets. Children develop positive relationships at the setting, and are encouraged to play together happily and enjoy their learning. For example, children are helped to share their resources, and show a definite ability to cooperate, when using larger play systems and floor toys.

The childminder takes a close interest in promoting children's healthy growth and development. The children's intake of healthy foods and drinks is appropriately monitored, and children are encouraged to be independent with toileting and washing their hands. Children's physical development is also soundly promoted, with regular games and activities in the childminder's garden and deck area. The childminder also takes advantage of the local area, to go on walks with children to stretch their observation skills and help with their knowledge and understanding of the world. During all their activities, children are helped to gain skills that will support their future learning. They learn to manage tools and to use a range of materials, and their ability to adapt and communicate are all soundly promoted within the play programme.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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