

Inspection report for early years provision

Unique reference number	EY347381
Inspection date	14/08/2009
Inspector	Jennifer Getty
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 2007. She lives with her family including one child aged ten in a village near Uttoxeter, Staffordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a pet dog and a bearded dragon. The childminder walks to the local schools to take and collect children.

The childminder is registered to care for six children under the age of eight years, three of whom may be in the early years age group. There are currently 12 children from eight months to nine years on roll, seven of whom are in the Early Years Foundation Stage. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds an early years childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are welcomed into a caring setting in which the childminder is sensitive to their individual needs. Close links formed with parents support children's welfare and learning needs because essential information is shared daily. The childminder plans activities that link to children's individual learning needs, ensuring they make consistently good progress in their development. The childminder effectively uses processes of self-evaluation to identify key strengths and areas for development, maintaining a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of the risk assessment to include all outings.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of children's hours of attendance is kept at all times (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register).

28/08/2009

The leadership and management of the early years provision

The childminder has effective systems in place to support children's welfare, safety and enjoyment. Documentation is mostly well organised, for example, records of babies' home routines are easily accessible so that the childminder can monitor them throughout the day, promoting continuity of care. Information relating to

children's health and medical needs, as well as, their likes and dislikes is shared before children start which enables the childminder to plan appropriate activities to help them settle. She recognises each child as unique and ensures that they are all able to be involved in activities they enjoy. Records and policies are available for all parents to view in a well-presented file and they all have access to children's progress records.

The premises are made safe and the childminder completes daily checks to ensure that hazards are minimised. Risk assessments are carried out of the premises and some outings, although not all outings that children go on are recorded, which means the childminder cannot fully monitor and review these each time. Records of children's hours of attendance are completed each day and the childminder records their exact times of arrival and departure. However, this did not happen on one day when the times have not been accurately completed which does not fully support their safety. The childminder has a secure knowledge and understanding of child protection issues and the procedures to put in place when necessary, ensuring children are safeguarded at all times.

The childminder effectively evaluates and monitors the provision, identifying areas for development which focus on children's safety and enjoyment. She attends training courses which target these issues and promote her professional development. As a result, children benefit from her professional knowledge because activities and systems are extended and improved.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's home. They are purposefully involved in activities for most of the time and are able to make choices about their play. Young children enjoy the childminder's interaction during play as they all climb into the play house outside. The childminder helps children learn how to keep themselves healthy and safe through discussion during activities. They respond well to the childminder's reminders about playing safely near babies and children show sensitivity towards others. They sometimes prepare healthy snacks, making patterns with cucumber and carrots.

The childminder makes observations of children's progress and uses them to effectively plan activities that support their next steps in learning. Children are involved in activities that help them make connections in learning and encourage them to think creatively as she asks them to describe their pictures. Young children enjoy opportunities to develop their fine muscle skills and expressing their creativity, for example, they draw large circles on paper plates with their own choice of colours. Activities involving coloured shredded paper or sand support their exploration of different textures. The childminder uses lots of praise and encouragement which results in children developing high levels of self-esteem and confidence. Children behave well and play confidently alongside children of all ages. Babies gurgle and smile as the childminder slowly turns the rainmaker upside down and shakes rattles. Young children develop good communication skills and the childminder confidently supports them with counting. The well-planned activities link closely to the early learning goals and are adapted for each child,

ensuring children receive the full benefit of the childminder's knowledge. She has a detailed knowledge of the Early Years Foundation Stage which supports children in their continuous development and also provides them with a well-rounded and enjoyable experience. Children's progress is accurately recorded in a well-presented file which contains photographs that reflect their achievements. Overall, children enjoy their time and respond positively to the childminder's enthusiasm.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 28/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 28/08/2009