

Inspection report for early years provision

Unique reference number	223835
Inspection date	27/08/2009
Inspector	Deborah Ball
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 2001. She lives with her adult children in the village of Clee Hill, Shropshire. The ground floor of the property and a first floor bedroom are used for childminding. There is a fully enclosed garden available for outside play. Children are taken on local visits and outings. The family have four rabbits, two guinea pigs, two dogs and two cats.

The childminder is registered to care for six children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

The childminder supports children with learning difficulties and/or disabilities and who speak English as an additional language. The premises are accessible via the front entrance which has one low step. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and content in the welcoming environment of the childminder's home where diversity is valued. The childminder works closely with parents and carers, getting to know children and their families well and providing generally appropriate support for children's needs. Children enjoy accessing a lovely range of toys and resources and are supported by the childminder to make steady progress in their learning and development. The childminder has made many improvements since her last inspection and is keen to develop her practice through professional development training. However, the systems for self-evaluation are not yet fully developed to ensure continuous improvements are made in all areas.

What steps need to be taken to improve provision further?

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

- use the assessment system more effectively to clearly highlight children's next steps in their learning and development
- extend self-evaluation methods to clearly identify the priorities for development that will further improve the quality of provision for all children.

The leadership and management of the early years provision

Caring and nurturing, the childminder is committed to ensuring that children have their needs met and have fun while in her care. Significant improvements have been made since the last inspection as the childminder now completes full written

risk assessments and has ensured that all required records are maintained to meet the welfare needs of all children and their families. The childminder has also improved her understanding of the Early Years Foundation Stage (EYFS) and is starting to use her newly acquired knowledge in order to raise standards of care. However, whilst she is becoming more aware of the importance of evaluating her practice to maintain continuous improvement, the process of self-evaluation is still in its infancy and is not yet sufficiently robust to ensure that the key strengths and priorities for development in all areas are identified and acted upon to maintain continuous development. The childminder is positive about making improvements and developing her practice and therefore, plans to further develop her knowledge and understanding of the EYFS.

Children are cared for in a safe, homely and well-maintained environment. The risk of accidental injury is minimised as potential risks to children, within the home environment and when on outings, have been identified and addressed. Children are safeguarded as the childminder demonstrates a professional understanding of her responsibility to keep children safe from harm and neglect and how to refer concerns to the appropriate agencies. The childminder has developed a child protection procedure that she shares with parents. The childminder has a clear understanding of the procedures to adopt in the event of an accident or emergency and has a current first aid certificate.

The childminder maintains a professional, but friendly, relationship with the parents of minded children. The feedback the childminder receives from parents is very positive. They value the care she provides, the positive relationships she develops with their children and the wonderful support she provides for children during periods of change. Children's needs and care routines are appropriately met because there are good systems in place for the sharing of information between the childminder and parents. Parents are well-informed about the care the childminder provides because she shares relevant information about herself and the policies and procedures that she implements. Initial records and information from parents, along with daily chats, ensures that the childminder gets to know children and their families well and is able to meet their needs. Procedures to share information in relation to children's learning and progress are being developed. Arrangements are also in place for developing links with other providers of the EYFS to enable some level of consistency with regard to topics, themes and reinforcement of approaches.

The quality and standards of the early years provision

Children are happy and develop close, positive relationships with the childminder. They enjoy the attentiveness of the childminder who spends her time actively engaging with them in their play and activities. The childminder gets to know children well, developing a clear understanding of their interests, abilities and needs. As her knowledge of the EYFS framework has increased she has started to develop the planning, observation and assessment process. However, the assessment system is still under development and does not yet fully identify children's next steps in learning.

Children enjoy accessing a broad range of toys and resources in the childminder's home and confidently make their own decisions about what they do as they choose from what is made readily accessible to them. Everyday routines are used as fun ways to extend younger children's learning and children benefit from good levels of interaction and attention from the childminder, which in turn supports their language development. Children enjoy participating in fun and practical activities, including painting, role play and messy play. Young children enjoy snuggling close to look at favourite books, and songs and rhymes are used well to develop their listening skills. The children have opportunities to extend their imagination, creativity and problem solving skills. For example, they enjoy using the jigsaw puzzles, concentrating and persevering with trying to find the required shapes to fit into the available spaces. Children also enjoy baking cakes with the childminder to eat as a treat at snack time. The childminder informally uses this time to develop their awareness and understanding of size, weight and shape. Children are appropriately challenged through the skilful questioning techniques used by the childminder, and have opportunities to develop early mathematical skills as they count, compare sizes and sort shapes. Children's experiences are broadened through regular outings to places such as the park, the farm shop and the post office. They also have opportunities to socialise with other children during regular visits to their local toddler group and pre-school. Children are beginning to develop an understanding of the world around them. The childminder encourages them to observe and develop an awareness of the world around them and the changing seasons. She encourages children to be kind to one another and uses resources that positively reflect the rich diversity of people in the wider world.

Children benefit from being cared for in very clean and well-maintained environment, in which they are well-supported to learn about being healthy. Personal hygiene is promoted throughout the daily routine and children participate in activities that help them learn about good dental care and healthy eating. Children enjoy daily opportunities to be active outside in the fresh air as they ride on bikes and tractors, play in the garden play-house and use the climbing frame and slide. The children enjoy packed lunches provided by parents within a social context at lunchtime. In addition, drinks of milk, juice or water, depending on the children's preferences, are made available throughout the day on a regular basis, or children can ask for a drink when they want one. Records and documentation are in place to ensure children's health needs are met.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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