

Inspection report for early years provision

Unique reference number	EY382928
Inspection date	23/07/2009
Inspector	Karen Marie Tervit
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 2009 and lives in Willington with her husband and two young children. The childminder's home is within walking distance of a local schools, toddler groups and parks. The whole of the ground floor of the childminder's home is used along with the rear yard.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. Her husband works alongside her as an assistant. The childminder is available to take and collect children from local schools. There are currently six children on roll, all of whom are in the early years age range and attend the setting on a part time basis.

The childminder is a member of the National Childminding Association and the local informal childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in an inclusive and welcoming environment. They are making good progress as the childminder and her assistant provide a rich learning environment within their home. Good partnerships with parents are in place. The childminder evaluates the care and education she provides, with both her and her assistant regularly attending training to develop their knowledge and understanding of the Early Years Foundation Stage (EYFS) requirements. Consequently, the capacity to maintain continuous improvement is good.

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 risk assessment to include any assessments of risks posed by the drain in the rear yard
- further develop links with other providers of the Early Years Foundation Stage to ensure continuity of care and education.

The leadership and management of the early years provision

The childminder is committed to her own professional development and strives actively to provide good quality care. Both the childminder and her assistant attend additional training and development courses that benefit the outcomes for children. Documentation is well organised and effective written policies and procedures are implemented in her everyday practice. For example, she has developed a good system for assessing risks both in the setting and when they embark on outings. However, the childminder has not included the rear yard drain

in her written risk assessment. Improvements to the environment have been made since registration, such as a new rear gate has been fitted and a stair gate is now in place at the bottom of the stairs. Self-evaluation is effective, and plans are in place to bring about further improvement to the provision and outcomes for children.

Children are well safeguarded; the childminder has a very good understanding of Local Safeguarding Board procedures having attended recent training, and fully recognises her responsibilities for protecting children. The childminder's written safeguarding policy, includes the procedure to be followed should an allegation be made against herself or her assistant.

Children benefit from the positive relationships that are developed between the childminder and parents. There are good systems in place for the sharing of information, which ensures that children's ongoing needs are effectively met and that they experience consistency in their care. For example, information is displayed for parents around the setting and they share in their children's achievements and the day's events via a daily diary. In addition, the childminder provides a photographic journal showing the interesting experiences she shares with the children. Parents' involvement is further encouraged through questionnaires. The childminder is in the early stages of developing links with the local school and has some links with other providers of EYFS.

The quality and standards of the early years provision

Children are happy and relaxed in the childminder's home. Even those who have just started to attend settle quickly through the gentle support and individual attention of the childminder and her husband. Children are making good progress in their learning and development. The childminder organises the environment to ensure that children can safely and easily access toys and resources that are suitable for their individual stage of development. For example, children thoroughly enjoy exploring the well resourced 'beach' under the stairs or discovering items in the treasure basket. Information is gathered from parents about the children's likes, dislikes and the things they can do and the childminder uses this as a basis on which to build their learning. She then uses the EYFS practice guidance to help her to plan and provides activities to promote children's learning and development. She ensures that she covers all areas of learning and offers children a wide range of exciting activities taking into account their daily needs and interests. Observations of children are carried out so the next steps for their learning can be identified.

Older children confidently recognise their own name and that of others through the good use of labelling throughout the setting. Even babies select their own play materials delighting in playing with the musical instruments or building with the wooden blocks. Children use their imagination well as they play with ribbons and cartoon characters or talk on their mobile telephones. They are becoming aware of the world they live in as they participate in outings in the local community including trips to the local Sure Start Centre. They show pleasure in watching the programmable bee navigate the table and proudly show me the trophy they have

made from colanders for the childminder because she is the best.

The childminder shows a commitment to promoting inclusion and understands the importance of helping children to learn about diversity. For example, children learn through simple pictures and resources depicting others cultures to respect and value others. Children are developing a good understanding of how to be healthy and to stay safe. Children help themselves to fruit from the well stocked bowl throughout the morning and enjoy nutritious home cooked lunches, including vegetables they have helped to grow at the allotment. The childminder's husband prepares the meals and has appropriate food hygiene training. Each child has their own individually named hook and towel to prevent cross-infection. Regular evacuation drills are carried out with the children to raise their awareness of what to do in an emergency. The childminder successfully supports children in behaving very well.

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:	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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