

Inspection report for early years provision

Unique reference number	123687
Inspection date	04/09/2009
Inspector	Lynn Denise Smith
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2000. She lives with her two adult children in the village of High Wych, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities. The childminder has three cats as pets. The childminder collects children from the local school and goes to occasional toddler groups.

The childminder is registered to care for a maximum of 6 children under eight years at any one time, no more than 3 of which may be in the early years age range. She is currently minding two children in this age group. The children live in the local area and some also attend sessions at local pre-schools. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are recognised by the childminder who tailors her service to provide a fully inclusive provision for the children in her care. Children's welfare needs are suitably met through the childminder's established practices which enable children to develop good knowledge and understanding about keeping healthy and safe. They are provided with a wide range of resources and activities to enable them to make progress across all six areas of learning, however, systems for observing and assessing children's development have not yet been fully implemented. Links with other provisions caring for children within the Early Years Foundation Stage are in their infancy and are not yet fully implemented. Systems for reviewing and evaluating the provision to identify areas for improvement are not effective and do not provide the childminder with a sound basis to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child for each of the six areas of learning and development
- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development
- develop the use of reflective practice to identify the setting's strengths and priorities for improvement that will improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children's, welfare, learning and development is generally effectively promoted as the childminder is developing her knowledge of the Early Years Foundation Stage. She demonstrates a sound understanding of her responsibilities with regards to protecting the children in her care and has clear written procedures detailing the action she would take if she felt children were being mistreated. All adults within the home have been appropriately vetted and cleared and the childminder supervises the minded children at all times. An open working relationship between the parents and children ensures children are appropriately cared for. The childminder's home is kept clean and safe as she conducts daily safety checks.

The childminder has begun to consider ways of improving her childminder practices and has embarked upon an NVQ Level 3 qualification. She has identified some areas for improvement within her setting, however, she has no clear systems for self-evaluating her provision, to enable her to identify significant areas for improvement. The deployment of resources is effective and enables children to become independent and to guide their own play and learning. The childminder is available at all times to assist and support children in their learning. They make good use of the clear floor space available to them to extend their play between the lounge and conservatory. The childminder's home is welcoming and generally creates an enabling environment. All children are valued and respected within the childminder's care. Good communication between the childminder and parents ensures that information about their home backgrounds, cultures and religions are shared effectively and used to tailor the childminder's service to meet their individual needs.

The childminder is beginning to extend her already close links with local schools and pre-schools to embrace the requirements of the EYFS with respect to sharing relevant information about the children's learning and development. At present, however, discussions are based around what the children have been doing each day and on sharing information about forthcoming events and topics. Partnerships with the children's parents are good and provide opportunities for the childminder to keep them well-informed about their children's day. The effective two-way flow of information enables parents to feel confident about their children's care and learning as evidence in the written contributions received from parents towards this inspection. Parents are not however, able to play a very active role in their children's learning as the childminder has not yet implemented clear systems for recording their progress to share with parents.

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

Children are settled, comfortable and confident in the childminder's care. They approach her with ease and enjoy sharing lively discussions and warm friendly cuddles. Their welfare needs are promoted effectively through the childminder's

clear policies and practices. Children's learning and development is encouraged through a range of adult-led and child-initiated activities. Children's language skills are effectively extended by the childminder as she asks open-ended questions to prompt challenging and critical thinking. They have opportunities to practise their pre-writing skills as they make marks with a range of materials. Children listen to favourite stories and re-tell real and imaginary tales. Children concentrate for prolonged periods of time, for example, when completing a floor number game. They enjoy new experiences, such as, playing with snow and ice. Children enjoy cooking; they weigh and measure the ingredients and watch the textures change from solid to liquid. Children build and construct with a range of toys and have fun planting vegetables in the garden. They enjoy watching the farmer whose field is situated behind the childminder's house, care for his crops and use his large machinery. Children use numbers and simple calculation in everyday activities and talk about more than and less than. Children are creative, they enjoy participating in painting and drawing activities. They have a good range of dressing up clothes and role play materials in which to express themselves. Children develop at their own pace and are suitably supported by the childminder. Their progress and achievements are noted, however, the childminder has not yet implemented an effective system for using her observations and assessments to plot children's development. Limitations in the evidence available prevents the childminder demonstrating that she is effectively using observations to plan for children's next steps.

Children play and learn in a well-organised, child-friendly environment which is checked on a daily basis for hazards. They safely and confidently access toys and resources from the exciting range available to them and stored at their height in the conservatory/playroom. Children's awareness of safety is apparent as they proficiently describe how they stop at the road to check for a safe place to cross. Children understand about keeping safe when they play in the childminder's garden as they carefully manoeuvre their favourite bikes and scooters around the paved area of the garden. They negotiate space well, running and stopping at appropriate obstacles. Children's understanding of keeping healthy is promoted by the childminder reminding them to follow good hygiene practices such as washing their hands before snacks and meals and after using the toilet. They know about the importance of wearing sun hats and suncream in summer. Children enjoy a selection of healthy snacks and meals at the childminder's home which contain fresh fruit and vegetables. They develop a sound understanding about healthy foods through lively discussions with the childminder and they know that they only eat cakes at the childminder's home if they have made them themselves, therefore confirming that they have no added sugar, salt or preservatives.

Children's confidence is actively promoted by the childminder offering constant praise and encouragement, which builds their self-esteem. Children understand the childminder's house rules and follow her clear directions regarding appropriate behaviour. They form close relationships with other children and develop a kind and caring approach to their friends through the childminder's careful guidance. Minded children are very much a part of the childminder's extended family and are treated as such. Children develop sound skills for the future as they independently make choices over their play and learning. They consider the wider world around them through reference books, topics and by looking at maps. They talk about

people from other countries and celebrate a range of festivals which help them to gain greater understanding of other people's cultures and differing beliefs.

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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

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

- submit an action plan setting out how a Level 2 qualification will be achieved or demonstrate that the common core skills requirement is being met (Qualifications and training). 07/10/2009