

Inspection report for early years provision

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Inspection date	02/09/2009
Inspector	Valerie Block
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 1999 and holds an early years qualification. She lives with her husband and two adult children, they also own a pet cat. The family live in Stainburn, Workington, Cumbria. All areas of the property are used for childminding apart from the garage. There is a fully enclosed garden available for outside play. The premises are near to shops, parks, schools and public transport links.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the early years register and both parts of the Childcare Register.

The childminder is a member of the National Childminder Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for and are progressing well as the childminder has a good knowledge and understanding of the Early Years Foundation Stage and has systems in place to ensure children's learning and welfare needs are well met. Children's individual personalities and needs are well known and the childminder ensures that each child receives personalised care and education. Parents are made very welcome and good liaison has been established to meet the needs of children and parents, however, partnership with other settings that children attend is less robust.

What steps need to be taken to improve provision further?

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

- improve partnership working to identify each child's development and learning needs and to provide continuity and coherence for children attending several settings
- improve the evaluation of the quality of the provision by using input from parents, children and others to and use this process to make challenging plans for the future using training and advice available as well as other available resources to best effect

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder ensures she supervises them when with other adults. She has a good understanding of safeguarding issues and

procedures and is committed to giving children's safety priority. Risk assessments are in place and this system helps her to protect children from harm.

Letters and cards from parents show good satisfaction with the childminding service. The childminder gives good information about the setting as well as sharing with parents written policies and procedures. Parents are given verbal and written accounts of the children's welfare and development very regularly. They are encouraged to keep the childminder well informed about their children through daily diaries. Partnerships with other settings is less robust with the childminder seeking mainly welfare information, rather than detailed information about learning and development to assist in planning for children's individual learning needs.

Self-evaluation is in the early stages of development and parents and children's views have not been sought in detail to inform this process. The evaluation does, in the main, consider the strengths and weaknesses of the provision accurately, although there is a lack of ambition shown about increasing the standard of performance. Resources, such as training and advice, are not sufficiently used to help this setting improve further. However, the childminder plans well to refresh essential training such as first aid training to keep children safe.

The setting actively promotes equality of opportunity, working with parents and relevant agencies to ensure that children's individual needs are supported. Anti-discriminatory policies are in place that aim to challenge prejudice and discrimination. Positive images of different people in society are represented in children's play equipment and activities are planned to widen children's

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

Children are progressing well as the childminder has a good understanding of the early learning goals and has skills in providing an interesting plan of activities that meet individual children's needs, as well as supporting children to become independent, enthusiastic learners. She has a good understanding of children's individual abilities, using information from parents and observation and has made assessments to decide on children's next steps that inform planning.

Children are very well cared for as the childminder is vigilant about keeping children safe and healthy and children settle well in her care. Children develop good self-esteem and a sense of security as the childminder is very warm, patient and caring to the children in her care. Children show her a good deal of affection and go to her for comfort when needed.

Children really enjoy a creative activity where they paste coloured paper to a cut out of a favourite elephant from a well known, loved story book, using brushes and paste and deciding what colours and shapes are to be fixed to the elephant picture. Very young children are supported to join in this activity with older children and learn to manage instructions and develop new manipulative skills whilst thoroughly enjoying the creative process. The children sit closely with the childminder talking about the story and children learn to love reading as the

childminder uses her skill to make the story come to life. She involves the children well by asking questions and listening attentively to the children's input. Children therefore feel valued and are encouraged to improve their conversational skill. Regular outdoor play both in the garden and at local parks is an important feature of the activity plans for children, so ensuring that children receive a good amount of physical play and enjoy learning in the fresh air.

Children feel safe as they show confidence in exploring their environment and are not afraid to fully participate in play opportunities. They learn to be safe as the childminder teaches them about risks in the home and outside so enabling them to begin to take responsibility for themselves. They learn to be healthy as they learn about the benefits of regular physical exercise and understand everyday routines to avoid infection. The children are very well behaved as the childminder encourages responsible behaviour, such as helping to tidy up and she helps young children to settle disputes. The childminder supports children to develop skills in numeracy, literacy and information technology, which contribute to their economic well-being. Children are absorbed in playing on the computer and very young children are assisted to have a turn so building their skills in information technology. They take part in recycling projects in the home so beginning to show responsibility for their environment and becoming good citizens.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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	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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