

Inspection report for early years provision

Unique reference number	EY391563
Inspection date	06/10/2009
Inspector	Julie Firth
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged six years and 11 months. Children have access to the conservatory, kitchen/dining area and lounge on the ground floor. Toilet facilities are on the first floor. There is an enclosed rear garden for physical activity and outdoor play. The childminder works alongside another registered childminder on the premises.

The childminder is registered to care for a maximum of four children at any one time when she is working alone and six children when working with another childminder. There are currently four children on roll, of these, three are on the Early Years Register. Children attend on a variety of placements. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to allow the childminder to care for older children.

The childminder can take and collect children from a local primary school. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a setting where they are valued as individuals and inclusion is well promoted. The childminder has a secure understanding of the Early Years Foundation Stage (EYFS) and the underlying principles. Children make good progress across all areas of their learning and welfare. Activities are exciting and challenging helping children to develop good skills. The childminder demonstrates a strong commitment to continuous improvement and is beginning to recognise her areas for development to further enhance children's learning and development in her provision.

What steps need to be taken to improve provision further?

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

- develop the assessment system to chart children's progress towards the early learning goals in the six areas of learning
- continue to plan stimulating activities which challenge children in all areas of their learning.

The effectiveness of leadership and management of the early years provision

A good range of comprehensive policies are available and shared with parents. All documentation is organised in files to respect confidentiality. The premises are safe and risk assessments have been conducted for all areas of the premises used for childminding and for outings. These are regularly reviewed. The childminder has a

good understanding of the signs and symptoms of abuse. She is fully aware of the procedures to follow should she be concerned about a child's welfare.

The childminder has worked hard to provide a stimulating learning environment for children. A dedicated playroom is available where educational posters, photographs of children at play and examples of their art work are beautifully displayed. Some clearly defined areas of continuous provision are in place. Patio doors in the playroom enable children to have free flow access between the house and garden. A good range of resources are accessible for children to freely choose what they want to play with and promotes their learning. The childminder has started to use self-assessment to monitor her practice. Training opportunities and plans for the future are well targeted. For example, she is to develop her assessment procedures to indicate how much progress the children are making. Furthermore, she has plans to develop the outside garden area to enable children to benefit from planting their own crops. She is making a good effort to book on future courses to further enhance her knowledge.

The childminder strives to provide a service that is inclusive to both families and children. New children are settled in very well and the childminder obtains all relevant information from parents to ensure welfare needs are met in practice. The childminder works well with parents to identify detailed starting points of children with regard to learning and development. Verbal and written feedback, via a daily diary, a parents pack and a questionnaire are provided. Parents can add their comments to assessments as their children are progressing. The childminder works alongside parents who speak English as an additional language and fully integrates them into her setting. Parents are very happy with the care their children receive. Furthermore, Early Years Foundation Stage posters are clearly displayed for parents to view. She works closely with another childminder organising themes and activities for the children to participate in. Tentative links with other providers of the Early Years Foundation Stage that children attend have been established.

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

Children clearly enjoy the time that they spend with the childminder and receive lots of hugs and cuddles. She is a very good role model to the children and they are cared for in a safe environment. Her good knowledge of the Early Years Foundation Stage ensures children have access to activities reflecting the six areas of learning. As children are new and settling a great emphasis is put on their personal, social and emotional skills. Activities are planned to allow all children to participate and children contribute their interests and views to the planning. Observations are linked to children's next steps of learning and short term planning. However, the planning is not in depth in some areas of learning due to the length of time she has been caring for the children. Assessments are in the early stages and do not clearly identify children's progress across all six areas of their learning. The day is well organised to provide children with a good balance of rest, learning and play. The childminder knows the children well and makes good use of questioning to encourage them to become independent thinkers.

Children's independence skills are well promoted as they feed and dress themselves, make friends and play well alongside each other. Children are given the opportunity to watch their peers at play if they choose and eventually build up their confidence. They enjoy reading with the childminder and independently choose books from the book area in the play room. They are encouraged to recognise sounds and writing materials are in place for them to attempt to write their name. Children happily count in everyday routines and rhymes and happily count how many blocks they can see. They have access to a large variety of puzzles and games to help them sort and match shapes.

Physical play outside is well promoted. Children thoroughly enjoy the time they spend outdoors running around in the fresh air and using their physical skills on the large range of toys and equipment available. The childminder takes an outdoor activity pack containing bats and balls to the park for the children to use as they play. They enjoy dancing to music using the instruments available for them. This results in children recognising that exercise is very much part of a healthy lifestyle.

Children have many opportunities to develop their knowledge and understanding of the world. They develop an interest in growing their own seeds in the garden and visit a local farm. She includes all children in the activities. For example, a child uses words from his origin to enable him to feel comfortable within his surroundings. Children are learning about the cultures and beliefs of others by celebrating cultural festivals and accessing resources which reflect diversity. They gain an interest in the royal family. They eat croissants from France and straw berry kissel dessert and Pierogi from Poland. They show great delight when speaking about the family tree involving their own family members. The childminder recognises the importance of welcoming children with special educational needs and/or disabilities into a sharing and inclusive environment. Children have many opportunities to engage in role play as they play with small world toys and dress up. Detailed themes displayed around the room indicate children are involved in a wealth of crafts and collage activities.

Children's good health is very well promoted. The premises, toys and equipment are kept very clean. A well detailed cleaning rota prevents germs around the home. Regular discussions take place about the importance of washing hands with soap and antibacterial lotion to get rid of germs, which helps to develop children's awareness of the concepts of effective hygiene routines. Children enjoy very healthy meals and snacks and meal times are social occasions where children practice good table manners. They thoroughly enjoy rolling out dough to make their own nutritious pizza. They have access to drinks at all times. From an early age children learn the importance of sharing and taking turns. Very good behaviour is displayed and the frequent use of praise helps children feel good about themselves. Reward stickers further promote children's self-esteem and determination to help each other. Children are encouraged to keep themselves safe. They are reminded to be careful when playing in the garden, made aware of road safety and of the importance of not talking to strangers. A trip to the local fire station is planned in the near future to give children an awareness of fire safety. Children regularly take part in emergency evacuations in the event of a fire in the home.

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	2

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	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
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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