

Inspection report for early years provision

Unique reference number	EY319167
Inspection date	11/11/2009
Inspector	Julie Morrison
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 2006. She lives with her husband and three children aged 16, 13 and eight years in Esh Winning. She has a pet dog, cat and tortoise. The whole of the childminders home except for the main bedroom are used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7am to 5.30pm for 48 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one children in this age group. She 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 childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a genuine commitment, and is motivated to developing her practice to improve outcomes for children. Systems to evaluate her practice are effective and she has a good understanding of her areas for development. She provides a warm and friendly environment to all children and their families. All documentation required to ensure the safe and effective management of the setting is in place to ensure children are safeguarded well. Children benefit from a wide range of fun activities which the childminder plans to meet their individual needs. As a result, they are making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- develop further systems for recording children's progress, including gathering starting points, matching observations to the expectations of the early learning goals and identifying learning priorities.

The effectiveness of leadership and management of the early years provision

The childminder organises her provision very well. She has a detailed range of policies and procedures in place which are used to effectively safeguard children. For example, lost children, confidentiality and safeguarding. This is combined with her good understanding of the signs and symptoms of abuse and procedures to follow should she have any concerns. Detailed written risk assessments and regular checks of all areas and equipment are in place to promote children's safety.

The childminder ensures that all adults within the home have had all the required checks to ensure their suitability, this further promotes children's safety.

Effective systems are in place to record children's details, medication and accidents. These are all up to date and stored to promote confidentiality. The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start to ensure that she is aware of and able to support children's individual needs. Parents are invited for introductory meetings where the childminder discusses her practice and shares relevant policies and procedures with them. Consequently they are well informed about the service she provides. She provides parents with regular information about their child's care and learning, through discussion, text messages and daily diaries for younger children. Parents are encouraged to get involved in their children's learning, for example, the childminder informs them of children's favourite activities so they can continue them at home. The childminder understands and is committed to sharing information about children's individual development with other providers of the Early Years Foundation Stage (EYFS). She works closely with schools to help new children to settle and to ensure continuity of care.

The childminder shows a positive attitude towards her career, she is motivated and committed to developing her practice to promote outcomes for children. This is supported by attending regular training, discussing practice with other childminders and detailed evaluation of her practice in the self-evaluation form. She has fully addressed the recommendation raised at the previous inspection, this helps to safeguard children. Play opportunities are promoted as resources and space are used to good effect at the childminders home, for example, the childminder puts out a good range of resources prior to the children arriving and children confidently ask for others they want. This allows children to make choices about their learning and play. The childminder is not currently caring for any children with any special educational needs and/or disabilities or with children whom speak English as an additional language. However, she has a good understanding from previous experience, working to ensure that all children are fully included in the setting and have their individual needs met.

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

Children are provided with a wide variety of opportunities to enable them to make good progress across all areas of learning. They are settled and confident in the childminder's care and engage in a variety of adult led and child initiated activities, both within and outside of the home. Flexible plans include trips to local museums, parks and forests. These provide children with regular opportunities to be physical along with promoting their understanding of the world around them. Individual development records are in place for each child. These include photographs of the children and examples of their work. However, the childminder is not effectively linking these to the areas of learning or showing how next steps are used to inform future planning. Nevertheless, the childminder has a secure understanding of the learning and development requirements of the EYFS, she knows the children well

and is aware of their next stages of development. This ensures that they are making good progress towards the early learning goals.

Children are happy and settled in the childminders home. Colourful photographs and examples of their work are displayed to promote their sense of belonging and the childminder provides a warm and welcoming environment. Children benefit from positive relationships with the childminder, who interacts positively with them. As a result, they are clearly confident and secure in her care. They have good opportunities to develop their literacy skills as the childminder plays games such as 'I spy' to encourage letter recognition and supports them as they read books. The children enjoy regular opportunities to be creative, for example, dressing up, arts and crafts and painting. The childminder gets involved in their play, for example, encouraging them to think about how they can make different colours using the paint they have and giving lots of praise and encouragement for their work. Planned activities such as celebrating the Chinese New Year, using the computer to find out information about different cultures and discussions about disability helps children to begin to develop an awareness of diversity. This also helps children to develop skills for the future.

Children's welfare is promoted well by the childminder. Planned activities, such as healthy breakfast week and making smoothies are used effectively to introduce children to the benefits of healthy eating. This is combined with regular hand washing, discussions about germs and individual drinking cups to prevent the risk of cross infection. The childminder provides good opportunities for children to begin to learn to keep themselves safe. They take part in fire safety week, visit local fire services and take part in regular fire drills. Discussion and practising road safety further helps children to learn about the importance of keeping safe. The childminder implements age appropriate procedures to promote children's positive behaviour. She encourages children to share and uses discussion to help children to begin to learn right from wrong.

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

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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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