

Inspection report for early years provision

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Inspection date	01/10/2009
Inspector	Karen Marie Tervit
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 has been registered since 2000. She lives with her husband and daughter, aged 10 years old, in the village of Skeeby, near Richmond. The family home is a bungalow with all rooms used for childminding. There is garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years range. She is currently minding one child in this age group. Children attend on a part-time basis. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Family pets are two cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very warm and welcoming environment to all children and their families. She meets the needs of the children in her care, because she has a good awareness of their individual abilities. They are making good progress in their learning and development. Partnerships with parents are good and the childminder is beginning to look at ways to develop these further. Detailed observations are mostly used well to inform her practice. The childminder regularly evaluates her practice and is committed and enthusiastic about continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the systems in place to encourage parents to contribute to their children's learning and development records
- continue to develop systems for planning activities and observing children in order to more clearly show progress.

The effectiveness of leadership and management of the early years provision

Children are well protected. The childminder has recently completed further child protection training. She demonstrates a good understanding of signs and symptoms of abuse, as well as procedures to be followed in the event of any concerns. Their welfare is assured as the childminder and other household members have had suitable checks completed. The childminder is vigilant about safety issues, and conducts visual risk assessments both in and out of the home. Detailed written records of these are kept.

The childminder is keen to improve the quality of the service she offers. She

evaluates the care and education she provides well. She is committed to keep updating her knowledge of the EYFS by attending further training. The recommendations raised at the previous inspection have been positively addressed. This has resulted in an updated complaints record being in place, and policies and procedures relating to the care and well-being of children being shared effectively with parents. She has just started a level 3 qualification in Children's Care, Learning and Development. She regularly meets other childminders to share ideas to enhance her practise, as well as giving minded children the opportunity to socialise with each other.

Children's play opportunities are maximised through the effective organisation of space, time and resources. Although no children with special educational needs and/or disabilities currently attend the setting, the childminder demonstrates a positive attitude to working with parents and adapting space and resources, to ensure that all children are fully included at the setting. The childminder has a good relationship with parents and keeps them informed of the activities their children have enjoyed. Parents comments are positive about the care children receive. The childminder is beginning to look at different ways in which she can involve parents in children's learning and receive feedback from them. However, this is in the very early stages of development. There are currently no children attending who access care and education under the Early Years Foundation Stage in more than one setting. However, the childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity.

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

Children are happy, settled and relate well to the childminder, as she joins in with their play. Children access a designated play room that is well-equipped with suitable age appropriate toys and play equipment. A good balance of child-initiated and adult-led play experiences ensures suitable challenge for their age and stage of development. Children develop an awareness of diversity and an understanding of the needs of others. This is achieved through a variety of activities and resources, which promote a positive attitude of the wider world, as well as trips out into local community. Children also celebrate festivals and special events.

The childminder plans her day flexibly to take into account school drop off and pick up times. Individual files for each of the children have been developed. These include photographs and detailed written observations. These are mostly linked to the areas of learning with the next steps in children's learning also being highlighted. However, it is not always clear when these next steps have been achieved.

Children clearly enjoy building with brightly coloured bricks. They sort these into different colours as they count them when tidying up. They thoroughly enjoy being creative as they paint their hands and feet. Their brightly coloured footprints are then used as part of the game to mark their evacuation route as they practise their fire drills. They have good opportunities to use their imagination as they take their

babies for walks, feed them and make adults 'cups of tea'. Children especially enjoy planting and growing their own peas and then eating them. They put the pods in the garden recycling bin. Regular opportunities for children to enjoy fresh air and develop their physical skills are provided with visits to local parks and soft play areas. A good range of books are available and even very young children handle them carefully.

Children adopt good personal health and hygiene practices. They follow the good role model of the childminder, who keeps her home clean and well maintained. Children do not attend if they are sick which enables the childminder to protect others from illness. Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to help tidy up toys so they do not trip over them. Regular fire drill practices and reinforcement of basic road safety further contribute to children developing an awareness of how to keep themselves safe. Children are able to rest and sleep according to home routines. They are given comforters and checked regularly. Parents provide children lunches with the childminder providing a healthy home cooked tea. Children with special dietary needs are well catered for.

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	3
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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