

Inspection report for early years provision

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| Unique reference number | EY289792 |
| Inspection date | 14/12/2009 |
| 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.

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 2004. She lives with her husband and child aged eleven weeks. Children have access to the lounge, dining room, kitchen, and bathroom facilities on the ground floor. The bathroom and large rear bedroom on the first floor are used for childminding purposes. There is an enclosed rear garden for physical activity and outdoor play.

The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll, of these, four 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. She holds a National Vocational Qualification (NVQ) in childcare, and is undertaking a level four.

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. However, tracking systems to assess children's progress are not fully developed. 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.

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. She attends training regularly to keep up-to-date with safeguarding children procedures.

The childminder has worked hard to provide a stimulating learning environment for children. Photographs of children at play and examples of their art work are beautifully displayed. Some clearly defined areas of continuous provision are in place. A good range of resources are accessible for children to freely choose what they want to play with and this promotes their learning. The childminder uses self-assessment effectively 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. She is very enthusiastic, attending courses and work shops to further her development and knowledge around the Early Years Foundation Stage. Her experience as a nursery nurse reflects in her very detailed planning around the six areas of learning. The childminder recognises the importance of welcoming children with special educational needs and/or disabilities into a sharing and inclusive environment.

The childminder strives to provide a service that is inclusive to both families and children. New children have 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 and a questionnaire are provided. Parents can add their comments to assessments as their children are progressing, and they are very happy with the care their children receive. 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 for 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. Activities are planned to allow all children to participate and contribute their interests and views to the planning. Observations are linked to children's next steps of learning and short term planning. She records children's achievements. However, assessment systems do not clearly track 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 library. They are encouraged to recognise sounds, and

writing materials are in place for them to attempt to write their name. Young children are encouraged to copy words and animal sounds. Furthermore, language is very much encouraged through daily activities and games. Children happily count in everyday routines and rhymes, and happily count in sequence. 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. This results in children recognising that exercise is very much part of a healthy lifestyle. They enjoy dancing to music, using the instruments available for them, and use their fine manipulative skills to cut out with scissors.

Children have many opportunities to develop their knowledge and understanding of the world. They learn about the seasons and go for walks in the community. They look at different types of transport in the environment. Children take a walk in the park and pick leaves to create a collage. Children are learning about the cultures and beliefs of others by celebrating cultural festivals and accessing resources which reflect diversity. They have fun making an advent calendar for Christmas. 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 and in the children's photograph album indicate they 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. Activities such as tasting fruits enable children to gain a wider choice of foods that are good for them. They are encouraged to take regular 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. 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. Themes of people who help us give children a further awareness of safety issues. 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

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| 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

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| 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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| 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

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| 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

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| 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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