

Inspection report for early years provision

Unique reference number	210042
Inspection date	07/12/2009
Inspector	Julie Mary Preston
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 1992. She lives in Essington, Staffordshire, close to shops, schools and parks. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden area for outside play. The childminder walks to local schools to take and collect children and she takes children to the local park. The family has a cat.

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 five children from this age group. She also cares for one child over eight years. All of the children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA). She regularly attends a local parent/toddler group and a local children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled, confident and enjoy their time in the childminders care. The childminder provides an inclusive and welcoming environment and has a good understanding of children's individual needs. This enables her to ensure that children make good progress in their individual learning and development. Effective partnerships are developed with parents and other agencies to promote consistency of care and a thorough understanding of the children in her care. A good range of policies and procedures are implemented and shared with parents. The childminder is continually developing her understanding of the Early Years Foundation Stage (EYFS), so that the welfare, learning and development needs of children are successfully met. She is committed to the continual improvement of her provision through ongoing self-evaluation and regular training.

What steps need to be taken to improve provision further?

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

- Review risk assessment processes to ensure all entries are dated and cover anything with which a child may come into contact
- review opportunities provided for parents to be involved in their children's learning and development

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect whilst in the childminder's care, as she has a good understanding of safeguarding procedures. She is aware of the signs of abuse and the procedures to follow if she has any concerns. Risk assessments are undertaken both inside and outside the home to minimise potential hazards to children. Regular fire evacuation drills are practised so that children know what to do to evacuate the house quickly and safely. However, the record of risk assessments did not cover each type of outing undertaken and not all entries were dated to show when they were carried out.

The childminder has a good understanding of the EYFS, providing resources, completing plans, assessments and observations that reflect this. She values equality and diversity, offering an inclusive service for children and their families, working well in partnership with them and other agencies/schools in order to achieve this. She is successful in making sure all children make good progress from their initial starting points and children enjoy individual support to enhance their learning experience. However, there are missed opportunities for parents to be involved in their children's learning and development. The childminder exhibits a dedicated commitment to ongoing improvement, by undertaking self-evaluation, seeking parental views and attending regular training to continually enhance and develop her knowledge and skills. For example, she has completed her NVQ Level 3 and attends regular short courses laid on by the local authority.

A good range of policies and procedures are used well and shared with parents. The childminder provides children with a good range of exciting, challenging experiences daily within routine activities undertaken. Partnerships with parents is good, information is shared effectively in a number of ways, such as daily verbal feedback and assessment. The childminder also seeks parental opinions, with parents who have used her provision providing letters regarding the care she provides for their children with comments, such as 'I have complete confidence in her', 'extremely kind, sensitive and patient' and 'trustworthy and reliable'.

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

Children are secure and happy in their environment and know the routine well. They take their shoes off on arrival before selecting resources of their choice. They interact well with each other and close bonds are evident between them and the childminder. Children are encouraged to be independent and confident learners, for example, toys and equipment are provided at low-level enabling children to self-select resources and activities from the range available. They share, take turns and play well independently and as part of a group. Children are encouraged to develop an understanding of number as the childminder encourages children to learn the date, counting with them to identify what number should be next. They learn about letter shapes and sounds and especially enjoy learning letterland identifying the characters and letter formations. Children use their imagination and

creativity well in a variety of different ways, such as, acting out roles within role play tent, within construction and when using the wide range of art and craft resources. They communicate well with the childminder sharing their experiences and she extends language skills well by the childminder encouraging children to listen to stories, sing familiar songs and rhymes and through ongoing discussions undertaken within all activities.

Children's initial starting points are identified through observations and assessment undertaken by the childminder and they benefit from the good level of support and individual planning to meet their needs. The childminder undertakes regular observations in order to effectively monitor children's progress and update individual assessments. These are then used as a tool to identify strengths, weakness and to allow appropriate planning for children's future learning and development. Children are well behaved and respond well to the childminder's management of their behaviour, enjoying receiving praise and encouragement for their achievements. The childminder provides a secure and inviting environment for children who attend having a vast range of resources that cover all aspects of learning. The childminder skilfully engages children during free play and adult initiated activities, promoting and supporting their learning through questioning, discussion and example, providing a good range of adult-led and child-initiated activities. For example, children enjoy creating Christmas cards using paint and glitter.

Children's good health and well being are actively promoted as they learn to adopt a healthy lifestyle in many ways as the childminder encourages good hygiene practices, healthy eating, provides opportunities for children to acquire fresh air and exercise daily and ensures her premises are clean and well maintained. They develop an awareness of safety issues within their daily routine, for example, they learn about stranger danger, road safety and abide by the childminders house rules. Children's understanding of equality and diversity is well promoted as resources, activities and experiences support this. For example, it is reflected within dressing up clothes, play food, books and dolls.

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	3

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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