

Inspection report for early years provision

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Inspection date	07/01/2010
Inspector	Cathleen Howarth
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 2009. She lives with her partner and their four children aged between one year and 16 in Brighthouse. The whole of the ground floor of the childminder's house, in addition to the first floor bathroom and front bedroom, are used for childminding purposes. Parents use the front door for the entrance and there are two steps into the house. There is provision for outside play in the back garden. The childminder walks to school to take and collect children and she attends the local toddler group and playgroup. Public transport is used for outings.

The family has fish, a cat and a dog, which live in the house.

The childminder is registered to care for five children under eight years; of these, not more than two may be in the early years age group, and of these, one may be under one year at any one time. Currently there is one child on roll on the Early Years Register. There is one child on roll on the compulsory part of the Childcare Register and two children on roll on the voluntary part of the Childcare Register. There is provision for children with special educational needs and disabilities.

The childminder usually provides care throughout the year on weekdays from 7.30am to 6pm. Other times may be considered depending on the childminder's availability.

The childminder has links with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A thorough knowledge of each child's needs enables the childminder to effectively promote children's welfare and learning. Children are safe and secure and enjoy learning about their local area and the world around them. All children progress well, given their age, ability and starting points. Regular self-evaluation by the childminder prioritises areas of the provision to be developed, resulting in a service that usually responds consistently well to the individual needs of children.

What steps need to be taken to improve provision further?

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

- continue to develop All About Me forms to establish children's starting points in the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder fully understands her role in child protection and she knows the procedures to follow should a concern arise, which includes notifying Ofsted. There are robust steps taken to safeguard children and effective vetting procedures reassure parents that adults are suitable to work with children.

Toys, books and equipment are attractively set out to welcome children to the setting and resources are easily accessible for children to self-select. Activities are well supported to meet the needs of individual children.

Self-evaluation takes into account the views of children, parents and other interested partners. It is effectively used to identify strengths and weaknesses and to prioritise aspects of the provision to be developed. The childminder demonstrated how she has successfully addressed issues raised at the registration visit and has now made provision for outside play secure.

Good use is made of all available space and the open-plan activity room and dining kitchen enables activities to be spread out. The childminder deploys herself effectively and activities are well supported to meet the individual needs of children.

The childminder competently promotes inclusive practice. Children are treated with equal concern and all children are fully included and involved. Children are learning about human differences in the wider community, such as ethnicity, gender, culture and disability, through a very good range of resources and well thought through activities, like learning about different festivals and traditions, such as Christmas.

Partnership with parents is good. Parents receive useful information about the Early Years Foundation Stage and they are instrumental in helping the childminder establish children's starting points. The childminder is in the process of designing a template to record children's starting points in relation to the six areas of learning, although this was incomplete at the time of inspection. The childminder routinely seeks parents' views in order to develop the provision and keeps them well informed of their children's progress, such as through individual development files. Parents are complimentary about the service provided. A hand written testimonial was submitted at the inspection praising the childminder for the high level of care and stimulating learning opportunities for children.

The effectiveness of leadership and management in embedding ambition and driving improvement is good. The childminder is very experienced and highly qualified and she continues to keep up to date with childcare practice through in-service training.

The effectiveness of partnerships with others is very good and this includes strong links with other Early Years Foundation Stage providers, which promotes a

seamless approach to delivering the framework. There are sound systems in place to provide for children with special educational needs and disabilities.

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

All the required documentation is in place to promote children's care, welfare and learning. This includes a neatly compiled policy and procedure file, which is discussed with parents at registration. Written risk assessments are routinely completed to minimise the risk of accidental injury.

The childminder is self-motivated and thinks creatively. She has a high level of awareness of the requirements of the Early Years Foundation Stage and effectively promotes children's learning and development. Taking into account children's starting points, children are making very good progress towards the early learning goals. This is demonstrated through an established system that includes observations of children at play to determine children's natural interests, capabilities and preferred learning styles. The childminder routinely uses the practice guidance to track children's progress towards the early learning goals and keeps pictorial evidence of what children have achieved in their attractively well maintained development files. This exceptionally good system is routinely used to inform activity plans and to support children's progress in a methodical way towards the early learning goals in the six areas of learning.

The childminder is effectively deployed to support children's learning and welfare and promotes positive attitudes to learning. Relationships are strong and children have developed a good rapport with her. If the need arose, children are confident to share worries or concerns with her. Children play well on their own and with others. They are motivated and interested in a very good range of activities and they often take responsibility for choosing what they do, including decisions about routines. Through discussion, children are beginning to understand the impact their behaviour has on others and they share and take turns. The childminder consistently values and praises children's good behaviour and always explains what inappropriate behaviour is and why it is socially unacceptable.

The home is child-centred and built around the needs of children who are beginning to understand the need to make healthy choices in relation to what they eat and drink. Healthy lifestyles are clearly promoted. For example, the childminder provides nutritious food and drink and maintains good standards of hygiene and cleanliness in the home to minimise the risk of the spread of infection. This also includes effective food hygiene procedures. Children practise the emergency evacuation plan in order to learn how to behave responsibly in times of uncertainty. Road safety is continually reinforced to prevent accidental injury.

The childminder provides good opportunity for children to develop the knowledge, understanding and skills that are required for later life. Children use information communication technology and appropriate software. These measures are in place to help children develop the knowledge, understanding and skills that are required for later life. The childminder encourages children to be expressive and personable

like herself and to develop literacy, numeric, listening and speaking skills. During the artwork session, children sat round the kitchen table children and had great fun designing snow scene pictures and they used white paint and artificial snow flakes for decoration. Children are proud of their achievements and look forward to showing their parents what they have made.

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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