

Inspection report for early years provision

Unique reference number	260882
Inspection date	14/01/2010
Inspector	Mary Anne Henderson
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 2001. She lives with her two children aged six and nine years old in a house in Telford. The childminder is registered on the Early Years Register to care for five children and is currently caring for four children within the early years age group, all of whom attend for various sessions throughout the week. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

All areas of the house are used for childminding and there is an enclosed outdoor play area. The family have no pets. The childminder is able to take and collect children from local schools. She is a member of the National Childminding Association and a member of the Telford and Wrekin Childminding Network. She receives support from the local authority. The childminder has a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inviting and secure environment for the children in her care. She liaises well with the parents to ensure the children's welfare is well-maintained. The childminder liaises with other providers of the Early Years Foundation Stage (EYFS), thereby ensuring inclusion for all children on roll. The systems in place to evaluate the provision are good and include input from the children. However, systems to include the parents in the self-evaluation systems are less effective. The childminder shows a strong commitment to improving her practice on an ongoing basis.

What steps need to be taken to improve provision further?

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

- ensure all parents are meaningfully included in the self-evaluation systems of the provision

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision is good. The childminder fosters positive relationships with the parents which ensures the children's needs are identified and met. This promotes inclusion for all children on roll. Children are protected because the childminder has a good understanding of the safeguarding policies and procedures of the setting and how to ensure children are well-protected. Risk assessments include areas, equipment, toys and all outings involving the children. All adults are suitably checked and vetted.

There are good systems in place with regard to self-evaluation of the provision, which include the identification of strengths and areas for further improvement and input from the children. However, parents are not yet fully included in the systems to evaluate the provision. Improvement following the last inspection ensures children's welfare is well-maintained at all times. The childminder fosters positive relationships with other settings providing for the children in the Early Years Foundation Stage thereby further promoting inclusion. She also observes the children and plans for their next steps across all areas of learning. This includes liaising closely with the parents. The parents are kept well-informed about their child's ongoing progression in their learning and development. They also have free access to the policies and procedures of the setting.

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

The children are beginning to recognise the importance of a healthy lifestyle and those things that contribute to this. They eat a healthy diet which includes meat, pasta vegetables and fruit. They also learn about the benefits of physical activity and healthy eating through discussions and activities. Children have a sound awareness of hygiene as they independently wash their hands before eating and after visiting the toilet. Children enjoy a broad range of physical activities. During garden play they enjoy climbing and balancing on the large equipment, riding their trikes and cars and running around in the fresh air. The children also enjoy regular visits to local parks where they use the climbing frames and slide to further their physical development. Children find out about their environment, identifying features and noticing the natural world. They enjoy a broad range of outings to places of interest. For example, they regularly visit the soft play barns where they can jump and climb with their peers in safety. They also like to visit Weston Park where they can climb on the large wooden equipment and look around the grounds at the plants and wildlife. Children visit the local garden centre to see the fish and look at the plants and gifts in the shop. The children enjoy finding out about animals. They visit the Safari Park and talk about the wild animals from around the world and they visit Hoo Farm to see the pigs and cows and feed the new lambs. During walks in the local areas the children notice insects and small animals. For example, they look on as a fly gets stuck in the spider's web and talk about what is happening.

Children are beginning to learn about safety because they are involved in the fire evacuation procedures of the setting. They also learn about road safety during outings and walks to the school with the childminder. The children show they feel safe in their environment as they approach the childminder when they need assistance. They are also introduced to visitors to the setting to ensure they feel secure at all times. Children are well behaved, have a high regard for one another and the childminder. They enjoy sharing and taking it in turns with the resources, confidently helping themselves to what they want to play with. The resources are housed on low open shelves to ensure the children can access what they want with ease. Boxes are well labelled with pictures and words to support the children's choices.

Children explore colour, texture, shape and form in two and three dimensions. They use a broad range of resources to make collages to take home or display at the setting. They enjoy making ornaments for their family to hang from the Christmas tree. While making firework displays they learn about the importance of staying safe when they are around fireworks. The children enjoy using various mediums to make pictures. This includes using brushes to paint with or their hands or feet and using cotton reels to make patterns. They also like to cut and roll out the play dough to make three dimensional models. As children play in the sand or water they like to fill and empty vessels exploring capacity. Other messy play activities enjoyed by the children include sticking tissues and various sequins to paper and using their hands to make marks in the corn flour and water. Children enjoy mark making using crayons and pencils. Their art work and photographs are displayed for them around the setting which promotes their sense of self-esteem and fosters their sense of belonging well. The children are beginning to use information and communication technology to support their learning. They enjoy using the table top computer programmes to explore problem solving activities such as looking at shapes and numbers and following the voice instructions. Children count as they build towers using building blocks and construction resources. They also look at numbers in story and reference books and enjoy action rhymes.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity including small world people depicting various cultures and disabled people, dolls, dressing-up and story and reference books. They are beginning to explore diversity through arts and crafts and food tasting during festival times.

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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