

Inspection report for early years provision

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Inspection date	06/07/2010
Inspector	Patricia Dawes
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 1993. She lives in a house with her husband and one adult child in Rugeley, Staffordshire. The whole of the ground floor and the upstairs bathroom are used for childminding. There is a fully enclosed garden for outside play. The house is within walking distance of local amenities, such as, schools, parks and shops. The family has a dog.

The childminder is registered to care for five children at any one time. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age range. She also offers care to three children aged over five years. The childminder takes and collects children from the local school and nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and secure in the childminder's care and activities which are suitable to each individual child's stage of development enable them to make progress in all areas of development. The uniqueness of each child is recognised and the individual needs of all children are effectively met. The childminder works in partnership with parents and other providers to promote continuity of care. The childminder has successfully met actions and recommendations from her previous inspection. She reflects on her practice to identify the strengths and weaknesses of her provision to enable her to make continuous improvement although she has yet to devise her own system to record this.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has a sound knowledge and understanding of signs and symptoms of abuse. Her perceptive awareness of her role in protecting the children in her care ensures that their welfare is safeguarded. The childminder ensures children are safe and secure both inside and outside the home. She undertakes risk assessments to identify hazards within the setting and when she takes children on outings to various locations; however, these have yet

to be recorded in a comprehensible format. Regular fire drills are practised so that children know how to keep themselves safe in an emergency.

The childminder is experienced and provides an appropriate level of care for the children. She attends some training to update her knowledge and expertise. She is beginning to identify some strengths and weaknesses within her provision. However, the use of self-evaluation has yet to be fully implemented and maintained to ensure that the individual needs of all children continue to be met. The childminder manages daily routines successfully to accommodate the individual needs of the children who attend. The environment is utilised to its full potential with a good selection of resources that are easily accessible and provide children with choices about where and with what they wish to play. She spends time interacting effectively in a natural and sensitive way, enabling children to be supported to explore the experiences available to them. Her flexible planning develops through the interests and play preferences of children and ensures that they benefit from a balance of child-led and adult-initiated activities. All the required documentation is in place and well maintained.

Children are cared for in accordance with their parents' wishes and the childminder takes time to accumulate information relating to their individual needs and preferences before they start. This ensures continuity between home and the minding environment and helps children to settle well. Daily discussions provide parents with information about their child's day. The childminder currently cares for children who attend other settings that provide the Early Years Foundation Stage and liaises when needed to ensure continuity of the care and learning provided.

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

Children are cared for in a warm and caring environment, where they make consistent progress in their development. They are happy and interact positively with the childminder seeking her out to join in their games or for a hug. The premises are arranged to enable children to make choices about their play and develop their independence. The childminder has developed a balance between adult interaction and promoting independence by encouraging children to initiate and explore games and activities for themselves. The childminder's competent knowledge of children's development and personal preferences ensures that all individual needs and routines are well met. She uses observation and assessment to plan and extend activities to ensure that children progress in all areas of learning and development, at a pace suitable to their individual needs.

Children enjoy activities which cover all areas of learning and development. They participate in cooking activities, rolling and cutting the biscuit dough and eating them when they are finished. Children's language development is well-supported by the childminder through positive interaction. For example, she helps children as they match cards in a game, sort building blocks by colour, shape, size and quantity, or complete jigsaws. They look at books and take their favourite to the childminder for her to read a story. Visits to the park, shops and garden centre

help children to learn about caring for nature and their environment as they collect cones, or pet the young animals at the farm or grow their own vegetables and flowers at the childminder's house. Outdoor play activities and regular trips to the local park provide children with fresh air and opportunities to experience equipment, such as, swings, climbing frames and slides. This contributes to their health and helps them to develop control of their bodies. Children's awareness of people's differences is promoted they are able to access resources that reflect cultural diversity, disability and the wider world.

Children respond appropriately to the childminder's methods of behaviour management as they are suitable to children's age and stage of development and re-enforce positive behaviour to promote self-esteem. They learn good manners and to share toys. Children are well cared for if they have an accident or become ill and there are procedures in place to protect them from illness and infection. Parents are informed that the childminder does not take children if they have a contagious illness and exclusion periods for infectious diseases are strictly adhered to. Children are learning about their own personal hygiene and how to keep healthy. They wash their hands at appropriate times throughout the day. They are starting to make choices in what they eat and drink through the childminder providing healthy options at snack time and with drinks being freely available. Children are beginning to understand how to keep themselves safe as they practise evacuation procedures, talk about stranger danger and learn how to cross the road safely.

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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