

Inspection report for early years provision

Unique reference number	223761
Inspection date	05/11/2008
Inspector	Mary Anne Henderson
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1992. She lives in a house in Shropshire. She is registered to care for six children on the Early Years Register. Currently she is caring for three children within the Early Years Foundation Stage. The downstairs areas and the upstairs toilet and nursery room are used for childminding and there is an enclosed outdoor play area. There are no pets.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the Voluntary part of the Childcare Register. She is a member of the National Childminding Association and she takes children to the local childminders drop-in group on a regular basis. The childminder is able to take and collect children from local schools.

Overall effectiveness of the early years provision

The childminder's home provides a warm and welcoming environment for all children attending. The needs of every child is supported by the childminder through all experiences in the setting. The childminder works closely with parents to ensure their child settles well and their ongoing welfare is maintained. The childminder has not yet undertaken risk assessment, safeguarding procedures or self-evaluation procedures to evaluate the provision, however, she shows satisfactory commitment to improving her practice on an ongoing basis, thereby ensuring each child is happy and making steady progress in their learning and development.

What steps need to be taken to improve provision further?

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

- improve procedures for the identification of children's next steps and ensure parents are involved in the identification of children's developmental starting points
- support parents with their child's learning and developmental progression in their home setting
- further extend the range of resources and activities available to children to reflect positive images of diversity including positive images of people with disabilities

To fully meet the specific requirements of the EYFS, the registered person must:

- undertake and review a risk assessment ensuring this includes all outings undertaken by the children 05/12/2008
- ensure parents are fully aware of the safeguarding procedures of the setting 05/12/2008
- undertake self-evaluation of the provision ensuring this meaningfully involves children and their parents. 05/12/2008

The leadership and management of the early years provision

The childminder has developed her knowledge of safeguarding children through training. However, safeguarding procedures are not always effectively shared with the parents to ensure children's safety and welfare is maintained at all times. Satisfactory improvements have been made since the last inspection. Required documentation has been updated and improved to ensure parents are informed of the service provided. Areas within the home are clean and safe and the childminder checks indoor and outdoor areas visually before the children arrive. However, the childminder has not undertaken a risk assessment ensuring areas, toys, activities and children's outings are all included in the process.

Parents provide detailed information about their child's requirements, however, details about their child's developmental starting points are limited. Two-way verbal and written exchange of information is shared between the childminder and the parents about the child's routines and learning. The childminder is currently undertaking observations and working on planning to meet the individual development needs of every child in attendance. Planning does not yet outline the next steps in children's individual learning and development. Also, parents are not fully supported with extending their child's learning and development at home. Children's ongoing welfare and developmental targets are discussed between the childminder and other settings providing for the children in the Early Years Foundation Stage. The systems to evaluate the provision and identify strengths and areas for improvement are not fully in place. Also, children and parents are not meaningfully involved in this process

The quality and standards of the early years provision

Children are encouraged to learn about keeping themselves safe and healthy. They learn about crossing the road safely while on outings. The childminder talks to the children about healthy eating during meal times. Children are provided with a satisfactory range of meals and snacks which include meat, vegetables, pasta, cheese and a range of fruit. The children enjoy playing in the garden making use of the slide, swings and trikes. They also enjoy visits to the local park where they run around in the fresh air and use the large equipment. This promotes their physical development well. Children are beginning to learn about technology as they are involved in baking activities and use the table-top computer programmes. The programmes help the children to extend their skills in matching, counting, problem solving and communication. Children enjoy scooping and sifting sand in the outdoor sand pit and they like to experiment as they play with a bowl of water, filling and emptying the vessels. The childminder supports the children with their chosen activities, asking open-ended questions to extend their learning. She spends much of her time working directly with the children ensuring they have an enjoyable time at the setting.

Children enjoy counting activities using books and construction activities supported

by the childminder. The children enjoy local walks where they notice the birds and insects. They also chat about the changing seasons and how the leaves are changing over time. Children are beginning to be independent as they use the toilet and put on their Wellingtons to splash in the puddles. They know to wash their hands after outdoor play, after visiting the toilet and before they eat. The children independently make choices about what they want to play with as they help themselves to the range of toys and games from the low boxes in the play areas. They enjoy using a range of arts and crafts resources to make their own creations, both at the setting and at the childminder drop-in meetings and toddler groups. For example, children use crayons, paints, glue and glitter to make their own pictures. Children are well behaved and have regard for one another and the childminder. They are able to share and take turns with the resources and are rewarded with stickers for their positive behaviour.

Children enjoy listening and dancing to music tapes and listening to the radio. They also like to help themselves to the musical instruments which are kept on a low shelf to ensure easy access.

Children's access to a range of resources and activities that reflect positive images of diversity is limited and does not include positive images of people with disabilities. They watch television programmes, visit the library to look at books and play with dolls that depict various cultures.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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