

Inspection report for early years provision

Unique reference number	205015
Inspection date	14/08/2009
Inspector	Elenora Griffin
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 registered in 2000. She lives with her partner and three children aged fourteen, twelve and three years in Worcester city. The whole ground floor and one bedroom in the childminder's home are used for childminding.

Accessibility to the premises is on level ground with downstairs toileting facilities. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years of age at any one time and may also care for older children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder current cares for one child in the early years age group. The childminder is able to take and collect children from local schools and pre-schools. The family have a dog.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and confident in the safe, caring environment of the childminder's home. Close, positive relationships with parents and carers enables the childminder to ensure that children's individual needs are effectively met. The childminder is committed to working with parents and carers to ensure that all children are able to fully participate in the setting. Children make good progress in their learning and development, effectively supported by the childminder who provides activities and experiences that are tailored to their individual needs, interests and preferences. The childminder is enthusiastic and keen to develop and improve her practice. Consequently, she accesses continuous professional development training which includes starting a level 3 childcare qualification.

What steps need to be taken to improve provision further?

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

- extend the range of activities, experiences and resources provided for children that promote and value diversity and difference
- develop self-evaluation further in order to ensure that priorities are clearly identified and effectively targeted to improve the quality of provision for children.

The leadership and management of the early years provision

Positive steps are taken to ensure that children are safeguarded from harm and neglect and their welfare promoted. The childminder has a good knowledge and understanding of child protection issues developed through accessing appropriate

training. Parents are well informed about the childminder's safeguarding and confidentiality procedures. These are well supported by guidance documents that include those provided by the Local Safeguarding Children Board. Children are well supervised at all times and the childminder conducts comprehensive risk assessments to ensure that any potential risks to children are managed appropriately.

Children enjoy continuity of care because the childminder develops close, positive relationships with parents and carers. The childminder's comprehensive portfolio ensures that parents and carers are well informed about the provision for their children and the policies and procedures implemented by the childminder. Children's ongoing needs are well supported through daily discussions with parents about their children's achievements, preferences and next steps in learning and development. Feedback from parents and carers is valued and has been very positive. Parents comment on the great fun children have and how much the childminder helps children to grow and fulfil their potential.

The childminder undertakes continuous development training in order to develop and improve her practice. She is eager to improve the quality of the provision for children and conducts ongoing reviews of children's activities so that these remain responsive to their individual needs and interests. The childminder has conducted a self-evaluation of her provision which clearly highlights strong areas of practice to continue with and build upon. However, within the areas that she intends to continue to develop there are no clear, targeted priorities identified in order to drive forward improvement in the quality of provision for children.

The quality and standards of the early years provision

Happy, confident children enjoy making choices about what they want to do as they choose from the resources and activities set out by the childminder. Children are well supported to make choices from the full range of activities and resources available as they are able to point to pictures of the resources to indicate their choice from those in storage. Children also reap the benefits of free-flow access between the house and garden. In the garden, they have great fun exploring the qualities of sand using various tools and resources and making marks with brushes and water. Inside they play imaginatively with home corner resources, developing their language skills as they make sounds and start to say words the childminder responds to, encouraging them to engage in two-way communication. Skilfully the childminder interacts with children as they play, following their lead while helping to support, consolidate and extend their learning.

The childminder gets to know children very well, recording her observational assessments in individual daily diaries. Based on her clear understanding of their individual interests and abilities, the childminder provides activities, resources and experiences that engage children and effectively support their next steps in learning and development. Over time, children benefit from accessing a good range of activities, resources and experiences that support their learning. Children's experiences are enhanced through regular outings to parks, woods, toddler groups, play centres, shops, the library and swimming pool. Consequently,

children are beginning to develop a good understanding of the world around them. However, within the childminder's home, there are few resources that actively promote and help children to understand and value diversity and difference in the wider world.

The childminder makes good use of spontaneous opportunities to support children's learning and development. She talks to children about the aeroplanes they hear and see in the sky, the bus they goes past the house and the ant that visits them while they play in the sand. She uses the delivery of a box of fresh vegetables as an opportunity for children to explore and talk about various vegetables. Children develop a good understanding of how to be healthy through the daily routine. They wash their hands after toileting and before meals, and enjoy sociable mealtimes when they sit together to eat healthy, balanced meals and snacks. Children develop a good understanding of how to stay safe through the childminder's reminders of the safety rules and procedures to follow, particularly when moving between the house and the garden and when they are swimming.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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