

Inspection report for early years provision

Unique reference number	205077
Inspection date	02/03/2009
Inspector	Rebecca Johnson
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered since 1998. She lives with her husband and their one adult daughter in a house on the outskirts of Stourport-on-Severn. There are shops, parks and schools within easy walking distance. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for four children within the Early Years Foundation Stage (EYFS) and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll who attend for a variety of sessions. The childminder receives support from the local authority and is developing partnerships with other agencies. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good. Children are happy, settled and secure in the childminder's care, where they are well supported and are making good progress in their learning and development. The uniqueness of each child is recognised due to the childminder's understanding of children's individual needs. Positive relationships with parents are fostered in order to identify and meet children's individual needs and ensure continuity of care.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment in order to plan activities to meet children's individual needs
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision
- develop further the use of risk assessment to ensure that all areas and equipment used by children are safe and suitable for purpose especially with regard to outings.

The leadership and management of the early years provision

The childminder is well motivated and committed to providing a high level of care and education for the children. She understands the importance of evaluating the service that she provides, however, this practice needs to be fully implemented to ensure that she effectively identifies the strengths and weaknesses of her provision. She attends training to update her knowledge and expertise and enhance her good practice. The childminder is well organised and manages daily routines effectively to accommodate the individual needs of the children attending. The environment is utilised to its full potential to provide children with choices

about where and with what they wish to play. Her flexible planning develops through the interests and play preferences of children and ensures that they benefit from a good balance of child-led and adult-initiated activities that sustain their interest well.

All documentation which contributes to the children's health, safety and welfare is in place. Additional information and policies relating to the setting support the childminder's good practice. The childminder works very well with parents and other agencies in order to develop a consistent approach in meeting children's needs. Children are cared for in accordance with their parents' wishes. Informal discussions take place each day to further develop good relationships with parents, who value the trust and confidence they have in the childminder's ability to care for their children.

Effective safeguarding policies and procedures are in place to ensure that children are well protected. The childminder's knowledge and understanding of signs and symptoms of abuse and her awareness of her role in protecting the children in her care ensures that their welfare is safeguarded. Her home is safe and secure and potential risks to children have been minimised. However, risk assessments which cover all activities and outings children participate in are not currently undertaken. Therefore, children's safety could be potentially hindered in this area. Children learn how to keep themselves safe as they talk about and practise evacuation and road safety procedures.

The quality and standards of the early years provision

Children are happy and confident in the childminder's care, where they benefit from good support and encouragement to enjoy and achieve. Children are sociable and interact positively with the childminder, actively seeking her out to join in their activities, for example, when playing with the train track and looking at books. They become independent because the childminder has developed a good balance between adult-interaction to extend learning and development and allow children time to initiate and explore games and activities for themselves. The childminder has a good knowledge of individual children and their play preferences. She provides a range of activities which foster children's enjoyment and ensures that they make progress in all areas of learning and development. However, the use of observations and assessments has yet to be fully implemented to enable the childminder 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 develop self-esteem as the childminder offers praise and encouragement. They learn to share toys and to support and help each other. Children respond positively to the childminder's methods of behaviour management which is appropriate to children's age and stage of development and reinforces positive behaviour. Children are building positive relationships with the childminder and are obviously happy and contented in her care.

Children are valued and respected as individuals. Daily discussions with parents ensure that children's individual needs are recognised and met well. They are

cared for in a warm, welcoming, clean and safe environment. They are well cared for if they have an accident or become ill and there are good procedures in place to protect them from illness and infection. Children are learning about their own personal hygiene and how to keep healthy. They wash their hands at appropriate times throughout the day. Children have good opportunities to play outdoors in the fresh air, where they get regular exercise and develop their physical skills. They enjoy trips to the local park where they collect leaves and during the summer months they take part in activities such as strawberry picking and exploring the "Maize maze". Children are developing good language and numerical skills through sensitive encouragement and interaction from the childminder. They count coloured cotton reels and enjoy playing bingo. They actively choose books and take them to the childminder to look at and read and visit the local library on a regular basis.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.