

Inspection report for early years provision

Unique reference number	205087
Inspection date	14/01/2009
Inspector	Saida Cummings
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 was registered in 1980 and lives in a residential area situated on the outskirts of Worcester city. There are local shops, parks, playing fields, daycare settings and schools within walking distance. The childminder is able to take and collect children from local schools and daycare settings. Children are taken on local visits and outings. There are no pets.

All of the property is used for childminding. There is a fully enclosed rear garden available for outdoor play. There are steps leading to the main entrance of the premises and steps leading from the upper garden where children access the premises through the rear entrance. The main care takes place on the ground floor and the childminder is able to assist any children with specific needs to access the first floor. She has procedures to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The childminder is registered to care for six children at any one time and there are currently three children on roll within the Early Years Foundation Stage (EYFS). She also cares for older children. This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Children's learning and development are very well promoted as they benefit from a wide range of stimulating and interesting planned and spontaneous activities. They settle quickly and thrive in the childminder's welcoming home. Children are all able to take a full and active part because the childminder ensures children are treated equally and are all encouraged to take part in all the activities available. The childminder's procedures successfully support children's welfare, learning and development. Where weaknesses exist these mainly relate to an aspect of record keeping. There are effective partnerships with parents and carers as the childminder ensures they are kept fully informed of their children's care arrangements. Although the childminder has started systems for self-evaluation, these are not yet sufficiently developed to ensure she is able to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system further to ensure this identifies the key strengths and weaknesses to enable continuous improvements to be made.

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

- maintain a record of aspects identified in the risk assessment that need to be checked on a regular

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basis, inclusive of details of when they are checked (Suitable premises, environment and equipment).

The leadership and management of the early years provision

Children are happy and settled in a safe, friendly and homely environment. Their independence is nurtured as they are able to self-select from the wide range of good quality, interesting toys and resources to instigate their own play. For example, they eagerly choose some of their favourite items from the various dressing-up clothes to instigate their own imaginary play, such as pretending to be a 'princess' and 'Piglet'. Children benefit from the childminder's commitment to providing good quality childcare. She has developed effective systems for observing, assessing and planning appropriate activities for the children to ensure they are purposefully engaged at all times. The effective partnership with parents and carers plays a key part in providing high-quality care and early education for individual children. The childminder is aware of the importance of involving parents and carers in the care of their children and constantly consults with them, ensuring they are kept fully informed of how their children spend their day. She has developed appropriate written policies and procedures which are shared with all the parents and carers. She has effective systems for gathering relevant information from parents and carers when children first start to ensure individual children's routines are adhered to.

Inclusive practice is promoted as the childminder encourages children's positive self-esteem and adapts the activities to ensure all the children are able to join in at their own level. The childminder is very experienced and demonstrates a very good understanding of meeting the needs of any children with learning difficulties and/or disabilities. She ensures children's safety by undertaking visual risk assessments of the environment and by providing close supervision at all times. However, there are no records maintained of aspects identified in the risk assessments. Children's welfare is promoted and safeguarded as the childminder has a good understanding of the known indicators of child abuse and also of Local Safeguarding Children Board (LSCB) procedures. The childminder has a positive approach to her professional development and regularly attends appropriate training. Children benefit from the childminder's commitment to further development as she implements any changes or good practice into the care provided. However, the self-evaluation system is still under development and is not yet sufficiently robust to ensure that weaknesses are identified and acted upon to maintain continuous development.

The quality and standards of the early years provision

Children are progressing well in their learning and development as they benefit from an exciting range of activities which are appropriately adapted to ensure individual children's preferences and needs are fully catered for. The childminder has developed a system for observing, assessing and planning appropriate activities for each child to ensure they are provided with many interesting

opportunities to develop their skills. She uses the information gathered from individual children's observations and assessments effectively to plan various opportunities for them to move on to the next stage in their development. The childminder skilfully uses opportunities during children's spontaneous play to help them develop further. For example, when children start using puzzles, she encourages them to count and to try to work out how the pieces go together. As a result, children are developing their problem-solving and counting skills through fun and interesting activities.

Children's safety and well-being are well promoted through effective health and safety procedures. They are made aware of safety through everyday routines, such as road safety when out walking and safety around the home when indoors. Children enjoy a varied diet of healthy and nutritious home cooked meals. Meal and snack times are used as social times with all the children and the childminder sitting together to eat and hold interesting conversations. They are made aware of healthy living through a variety of activities which include daily opportunities to exercise and develop their physical skills. For example, they enjoy exercising when indoors, doing star jumps and wiggling. Children's independence is developed and nurtured as they are encouraged to develop their basic skills and carry out tasks for themselves, such as taking off and putting on their slippers, fetching the post when this is delivered and helping to set the table for meals.

Children have formed harmonious relationships with their peers and the childminder. They are comfortable with the childminder and have built a warm and trusting relationship. They play alongside each other taking turns and sharing. Children have access to resources and activities which promote positive images of diversity, culture and disability. Their awareness of the world around them and the wider society is encouraged through a range of activities and outings. This includes outings within the local community. Their language skills are developed through relaxed everyday conversations, as well as role-play activities, such as holding pretend telephone conversations. Children have many opportunities to extend their imagination, hand-eye co-ordination and enjoy using a variety of interactive toys.

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure parents and carers are provided with written safeguarding and complaints procedures (Providing information to parents).

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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.