

Inspection report for early years provision

Unique reference number	207892
Inspection date	11/03/2009
Inspector	Georgina Walker
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 1998. She lives with her husband and children aged 14 and three. The whole of the ground floor and bathroom and one of the front bedrooms upstairs in the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via one step. The family has a dog and a cat. The childminder walks to the local school and nursery school to take and collect children. She attends the local parent, carer and toddler groups and takes children to the library and local park. She shares and/or seeks information in partnership with other early years settings the children attend.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for five children at any one time and is currently minding 11 children, five in the Early Years Foundation Stage (EYFS) age range. Occasionally she has an assistant to support her. The childminder holds an early years childcare qualification and she supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. An excellent range of experiences are provided for children and the planning and assessment of learning and development is comprehensive. A safe and welcoming environment is created and children are happy and enjoy their time in the setting. Positive relationships with parents ensures the sharing of children's progress, discussions about next steps are worthwhile and successful links are formed with other EYFS settings the children attend. The inclusion of all children is a high priority. An extensive range of well-written policies and procedures are shared with parents and the childminder completes ongoing self-evaluation to improve her services, however she is unclear of some legal requirements to ensure the welfare of all children is promoted and they are safeguarded at all times.

What steps need to be taken to improve provision further?

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

- ensure children under eight years are under direct supervision at all times and all relevant documentation is immediately accessible to meet children's needs.

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

- provide evidence of how you ensure ratios are maintained at all times and the welfare needs of all children are met (Suitable people/staffing

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arrangements).

The leadership and management of the early years provision

The childminder's desire to provide an effective service is demonstrated in her comprehensive action plans and ongoing self-assessment with clear targets to improve, the completion of a childcare qualification and extensive training sessions since the previous inspection. However, she has not had her certificate conditions changed to reflect the birth of her own child and ratios are not fully met when an assistant is not available. This does not meet the individual needs of all children although their welfare is promoted and other aspects of the framework are successfully met, some to an excellent standard. Copies of the well-written policies and procedures, children's daily activities plus progress in their learning are all shared appropriately with parents and partnerships are effectively promoted. Parents are encouraged to share what they know about their child's developmental progress and meaningful liaison with other providers delivering the EYFS has ensured the childminder provides activities accordingly. Visits prior to the commencement of the placement ensure each child integrates at their own unique pace. The wealth of experience and training the childminder has in caring for and supporting children with individual needs ensures their progression and inclusion is skilfully promoted. Very good hygiene practices are meticulously followed to prevent the risk of infection. Children confidently follow the rules written and displayed in the bathroom and carefully dispose of individual wipes used to clean hands. The childminder holds a food hygiene certificate and is registered with the relevant authority. Written risk assessments are comprehensive following a training course and potential hazards are checked daily, monthly or annually as required. An assessment for each type of outing and school run ensures children's safety is given the utmost priority and the childminder carries with her some useful information about each child in case of emergency. The safety of children on outings is enhanced as they are taught the 'Green Cross Code'. However, the childminder does not have all children under her direct supervision at all times as some older children play on the front garden. The indoor environment is child-friendly and children have no access to the area of the kitchen where the nutritious meals are cooked. The rear conservatory is used for eating meals and the extensive range of messy play and crafts. Children have free access to the garden where they spend time engaged in stimulating activities and enjoy role play in the play-house. The front room is used for quiet activities, puzzles and limited television. Children's craft work is used to decorate relevant rooms. Reward charts for good behaviour or kind deeds are displayed to inform both children and parents and all are aware of the expectations of the childminder as the list of house rules are displayed with other useful information in the kitchen.

The quality and standards of the early years provision

The childminder supports all children to develop their potential rapidly by using her expertise and experiences gained during her early years childcare qualification, especially with regard to observation and assessment of the next steps to progress

learning. They learn through an extensive variety of stimulating activities, including outings such as going to the park or toddler groups, and developing knowledge on the walk to and from nursery or school. Planning is recorded and children's abilities are expertly extended across all areas of learning. The resources presented are rich in variety. Very effective records are maintained each day and information is added to the well-organised folders for each child which give a clear picture of overall progress. Children develop a positive awareness of themselves and their needs through the support of the childminder. They make decisions about their play as she has created a pictorial book they can point to or ask for favourite toys. The garden is used constantly and children enjoy bouncing on the trampoline and follow the rules pinned to the net stating only 'three a time'. They are encouraged to be active and healthy and join in ball games and learn to pedal wheeled toys. Good imaginations are developed as there is a wide variety of dressing-up clothes to extend the role-play resources. Healthy option snacks include fresh pineapple and drinks of juice or water are available at any time. Pasta-type meals are favourites for lunch and all children eat heartily. Language is well-developed or extra support and time given as necessary as the childminder constantly talks to the children, extending their learning and knowledge and they share information with enthusiasm. Children have access to a wide variety of books and mark make spontaneously in their play. Many resources provide positive images of society to create an awareness of differences and acceptance. Children are supported to develop problem-solving and other mathematical skills. They use words spontaneously when discussing the colour, size and shape of bricks or puzzle pieces and count confidently on the trampoline during a game developed with their own initiative. Children use tools with dexterity as they spread glue to stick paper hands painted previously to make 'Mothers Day' pictures. They develop a sense of caring for creatures as the childminder has pets and they observe the life cycle of the frog in the garden. They are eager to plant seeds and are aware after rain and sunshine the seeds will grow into herbs to use in their dinner during the summer. Skills for their future are inventively promoted and they use technology with skill.

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?	1
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?	3
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?	1
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?	1
How well are children helped to make a positive contribution?	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.