

Inspection report for early years provision

Unique reference number	209177
Inspection date	02/04/2009
Inspector	Sandra Hornsby
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 for a number of years. She lives with her husband and three sons aged 18, 15 and seven years. They live in the market town of Spalding. The house is within walking distance of schools, playgroups, parks and shops. The whole of the house is used for childminding, and there is a stepped access. Children mainly use the lounge/dining area, kitchen and conservatory. There is a well equipped secure back garden for outside play.

The childminder is registered to provide care for five children on the Early Years and Childcare Register; of these, not more than three may be in the Early Years age range. There are currently eight children on roll using part-time places, three are in the Early Years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and they use the local toddler group on a regular basis.

Overall effectiveness of the early years provision

The childminder offers good quality care, learning and development opportunities to all the children in her care. She provides a warm and welcoming environment where her inclusive practice is effective in meeting all the children's individual needs. Her systems, documents and procedures enable her to be very effective in knowing about individual children who are making very good progress. The childminder has a very good monitoring system to evaluate her practice, and she clearly identifies key strengths and areas of improvement that will further improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems to observe and assess children's achievements, interests and learning styles and use these to identify learning priorities.

The leadership and management of the early years provision

The childminder focuses on helping children make good progress in all areas of their learning and development and promoting their welfare. She takes into account parents' views and values what they say about their children's development stages, progress and well-being. Partnerships with parents and other Early Years Foundation Stage providers are good. They talk about projects children are doing at school and pre-schools share plans and information about the children; this makes sure their expertise is shared which supports individual

children's needs. Good record keeping about the children and sharing information with parents on a regular basis ensure the childminder is up-to-date with the children's ever changing needs. Children's development profiles and photographs, pieces of art work and general daily care needs are shown to parents. This means parents are kept informed about their children's daily activities and development. The childminder has effective systems including procedures, observation, assessments, records and photographs that help her keep track of children's progress and maintain their safety and welfare. Risk assessments are thorough and make sure children remain safe. The childminder's knowledge about child protection issues is current and she has up-to-date documents, and information available. She knows if she has any concerns she is able to further protect and safeguard children.

The childminder is taking effective steps to evaluate her provision. She asks parents and children's views about what she does and she has undertaken the Ofsted self-evaluation process. The childminder has done this quite thoroughly and she is realistic in identifying her key strengths and weaknesses. She knows what she wants to do to make improvements, and is pro-active in seeking training. She works closely with other childminders who exchange ideas and are in the process of developing their systems to improve the outcomes for children.

The quality and standards of the early years provision

The childminder plans and provides a good range of activities and resources to engage children's interest, build up their confidence and help them make good progress in all areas of learning. She has a very good grasp of the learning and development requirements and children benefit from her well-organised provision and effective teaching styles. Children are able to make choices and decisions about what they do, babies practice newly acquired skills and all children are given time to talk about their day and their family. This helps children build confidence and feel secure at the setting. Children are asked open-ended questions, they have time to think about conversation and answers to questions and they use language in different ways, such as in role play and singing. Children have a soothing story and enjoy cuddles and reassurance they receive from the childminder. Children explore the pop-up tent, including babies who are supervised, where they play with the dolls. Babies have physical play where they have lots of space to move about and develop early walking skills. Children are happy and settled and they share a warm and positive relationship. Children behave well and they play alongside each other and share the space and resources. Children regularly visit other provisions, go on outings to the library, farms and shops and so they are beginning to gain an awareness of the wider community.

Children are making good progress and benefit from the good quality assessments and knowledge the childminder has about the children. She observes children and is developing systems to use the children's next developmental steps to plan for their future activities. Positive interaction during adult-led and child-initiated activities means children's individual needs are met through adapting activities and tools and making sure young or less able children have more support. This means all children work, learn and progress at their own pace, making their way towards

the early learning goals.

Children's welfare is supported well by the childminder. A warm and trusting relationship is shared where children are kept safe and secure. Children are mindful when babies are crawling and carefully move about safely. Routine outings help children understand about strangers and road safety and children know to be careful when crossing the road. Children benefit from practising the fire evacuation procedure and are beginning to understand about fire safety. Children understand the importance of personal hygiene as they routinely wash hands before and after they eat. A healthy diet is offered to the children through fruits and healthy snacks, and a clear healthy eating policy is shared with parents who supply children's lunches. Regular garden play and physical play opportunities help children enjoy fresh air and exercise which supports their physical health and emotional well-being.

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 that required the provider or Ofsted to take any action.

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.