

Inspection report for early years provision

Unique reference number	209435
Inspection date	16/07/2009
Inspector	Shirley Amanda Wilkes
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 has been registered since 1991. She lives with her two sons, one adult and one aged 14 years, in Lichfield, Staffordshire. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The premises is accessed via a flat drive up to the front entrance step up to front door.

The childminder is registered to care for six children at any one time. Currently there are eleven children on roll, one of whom is in the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder supports children with learning difficulties and/or disabilities. She takes and collects children from local schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a safe, secure and inclusive environment where children are happy and settled. Her sound knowledge and understanding of the children in her care ensures that their individual needs are met and their welfare and learning is promoted. The childminder plans a good balance of activities that help children make good progress. The childminder demonstrates a suitable commitment to developing her service, although the system in place to evaluate and identify areas for improvement is not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop further self evaluation to identify strengths, weakness and areas for future development.

The leadership and management of the early years provision

The childminder has devised comprehensive policies and procedures and has all the required records in place to support children's needs efficiently. The childminder has completed a risk assessment which helps ensure children are safe within the home and when outdoors. She has a thorough knowledge of her safeguarding policy and understands the procedures to follow if she is concerned about child abuse. Good quality information is shared with parents, regarding the childminder's service and children's care, learning and development. A daily diary sheet for babies, and discussions at either end of the day ensure that all relevant information is passed on. The childminder has a sound knowledge of how children develop and therefore is able to suitably support their learning. There is a

designated playroom that offers a range of equipment and resources from which children can self select. As a result, children can initiate their own play and explore their surroundings; this contributes towards their progress. The childminder sets out favourite toys in the lounge, so younger children are able to access them freely and make independent selections.

Parents are offered a suitable level of information about the provision including relevant policies and procedures. This ensures that all parties are aware of the expectations and this provides consistency for children. Suitable records are maintained for each child in relation to effectively supporting their individual care needs.

Although the process of evaluating the quality of the provision has been started, it is not yet fully developed, the childminder is aware of how her practice impacts upon outcomes for children and is eager to improve this aspect through attending relevant training. The childminder has a sound understanding of the Local Safeguarding Children Board's procedures and has an appropriate awareness of the signs and symptoms of child abuse. This helps to protect children from harm and neglect.

The quality and standards of the early years provision

The childminder's home is appropriately organised and gives the children opportunities to become independent. The daily routine meets children's needs and promotes their welfare, and all the required documentation is in place. During routine outings, the childminder talks to children about road safety allowing them to develop an understanding of how to keep themselves safe. The children's safety is further promoted because the childminder regularly practises fire drills with them. The premises are clean and well maintained. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection, for example, by the use of paper towels. The childminder encourages healthy eating and provides most of the children's meals and snacks menus are prepared in consultation with the children. Drinks are readily available and kept within reach.

All areas of learning are covered through a broad range of activities and experiences. There are good systems in place to record and monitor children's learning and development. Written observations mark children's progress and their next steps for development are identified. The childminder interacts effectively with the children, asking questions and engaging them in conversation to support and promote their language and communication skills. Younger children enjoy listening and joining in with favourite nursery rhymes and looking at lift the flap books. Children are encouraged in mark making, including the use of chalks on the slabs outdoors. Children's understanding of shape, colour and number is promoted through everyday situations, such as when playing with the shape sorter and playing with the cars.

Children find out about the wider world through a variety of books and activities such as craft activities making a model of the Eiffel tower and following a theme around America during the presidential elections. Children become aware of their

local community and environment during walks and visits out of the home to the library, shops and child orientated venues. Children enjoy outdoor play in the enclosed garden where they are able to access a variety of play equipment, for example, bats and balls, and balancing stilts. Children go to the park to enable them to take part in more vigorous play and to use the large play equipment. Children are supported to behave well, through clear guidance and consistent expectations. They learn why certain behaviours are unacceptable and how these affect other people; house rules are displayed.

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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