

Inspection report for early years provision

Unique reference number	219367
Inspection date	18/02/2009
Inspector	Kelly Eyre
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 for over twenty years. She lives with one adult child in Kempston, Bedfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The property is accessed by a low step and facilities are located on the ground floor. The family has two cats.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register and the compulsory part of the Childcare Register.

Children on the compulsory part of the Childcare Register share the same facilities as those on the Early Years Register. There are currently two children on roll, both of whom are in the Early Years age range.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder's gentle support and encouragement ensures that children are always included and can participate fully in the activities and play opportunities. Her experience and good knowledge of child development means that she is confident in enabling children to determine their activities, whilst ensuring that their interests and developmental needs are reflected within these. The childminder's positive approach to evaluating her practice means that she has a realistic picture of her strengths and weaknesses and can implement plans to continue to 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 the assessment procedures so that these show children's starting points and are used to inform next steps.

The leadership and management of the early years provision

The daily implementation of thorough safeguarding policies and safety procedures ensures that children are protected and their welfare promoted. The childminder has completed comprehensive risk assessments of her home and all aspects of children's daily care in order to identify and minimise the risks to children. Her clear policies and the regular updating of her training and knowledge mean that she has a good understanding of issues relating to safeguarding children.

The thorough procedures for assessing children and monitoring their progress ensure that their individual development is promoted. The childminder builds and maintains good partnerships with parents and carers, keeping them well-informed

of their children's progress and activities through daily diaries and regular discussions. The good procedures for liaising with pre-school mean that the childminder is aware of their plans and can provide appropriate activities to complement these and further support children in their learning.

The childminder's diligent approach to self-assessment helps promote the continuous evaluation and development of her daily practice. She identifies potential areas for improvement and conscientiously implements clear plans for the future, which will lead to the potential to improve outcomes for children. For example, recent changes have included the introduction of detailed observations and assessments to help ensure that children's development is consistently promoted.

The quality and standards of the early years provision

Children participate in a varied range of activities that support them in making good progress in all areas of learning. The childminder is experienced, regularly updates her training and has a good knowledge of child development. She is therefore confident in supporting children to determine their own play and learning, providing gentle encouragement whenever needed. For example, children have plenty of time to explore the wooden trains before the childminder demonstrates how to make tunnels for the trains, introducing new vocabulary such as 'underneath', 'through' and 'hidden'.

Activities and play opportunities are planned according to children's current developmental needs and interests, based on the childminder's formal and informal observations of them. Each child has their own play plan to support this. However, their development is not fully promoted as the assessment procedures do not clearly show their starting points and are not always used to inform the next steps.

The childminder's thoughtful planning ensures that children's interests are incorporated into activities and are used to help promote their understanding. For example, when the childminder notes that children enjoy messy play, she provides additional resources and opportunities such as a range of everyday items including oats, sand or water, with cups and beakers for children to measure, pour and compare volumes.

Children's development is promoted because the childminder utilises all possible learning opportunities. For example, children sing songs and rhymes to help promote their understanding of numbers and counting, and they laugh and giggle as the childminder uses hand puppets to help them learn the names of body parts. They are offered many opportunities to explore and develop physical skills. For example, they play parachute games, use static equipment at local parks and enjoy playing in the garden with bats, balls, bean bags and ride-on toys.

Children are encouraged to be inquisitive, explore the environment and note changes. They enjoy 'story walks', where they discuss facts and use these to make up stories as they walk along, for example, creating scenarios about the wildlife along the riverbank. Children are gently encouraged to be active learners and solve

simple problems. For example, children laugh and clap when they work out how to join the wooden train carriages together on their own.

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:

- provide evidence that an appropriate course, approved by the local authority and consistent with the Early Years Foundation Stage, has been completed, or demonstrate how this will be achieved.

17/04/2009

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.