

Inspection report for early years provision

Unique reference number	219557
Inspection date	11/03/2009
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 was registered in 1995. She lives with her partner and two adult children in a village close to Ampthill and Shefford, in Bedfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a first floor bedroom for young children requiring undisturbed rest. Children have access to the fully enclosed garden for outdoor play. The property is accessed by a shallow slope and facilities are located on the ground floor.

The childminder provides care on each weekday during term-time. She is registered on the Early Years Register and on 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 three children on roll, all of whom are in the Early Years age range.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are fully included and benefit from the opportunities and activities because the childminder consistently offers sensitive support and encouragement. The childminder's diligent approach to assessments and her flexible attitude to planning means that children's interests and current developmental needs are documented and promoted. The clear procedures for evaluating her practice mean that the childminder has a good awareness of her strengths and weaknesses. She is therefore able to implement changes to further improve the daily experiences for children and respond to their needs.

What steps need to be taken to improve provision further?

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

- update the procedures relating to safeguarding children to include further detail
- develop further the procedures for risk assessing outings to include relevant detail.

The leadership and management of the early years provision

The childminder has clear procedures for evaluating her practice, incorporating feedback from children and parents to help inform this process. She also attends additional training to update her knowledge and is therefore able to identify areas for improvement and implement positive changes which lead to improved outcomes for children. For example, the recent extension of the assessment process means that children's current developmental needs and interests are fed

directly into the activity planning and they are offered a range of appropriate activities and opportunities.

Children are cared for in a safe environment because the childminder has a sound understanding of this area, completing thorough risk assessments of all areas of the home and carrying out informal daily safety checks. Children are gaining a good understanding of how to keep themselves and others safe, through good daily practice, ongoing discussions and related role play and stories. However, their safety is not promoted to the optimum as risk assessments for outings do not contain sufficient detail. The childminder has a thorough understanding of issues relating to safeguarding children and has ensured that she has relevant information and contact details. The daily implementation of practical policies further promotes children's welfare and safety. However, this is not fully promoted as the written procedures relating to safeguarding children do not consistently contain relevant detail.

Children's individual development is promoted because there are comprehensive procedures in place to assess and monitor their learning and development. The childminder's good partnerships with parents means that they are well informed of their children's progress and activities there is an efficient exchange of information to ensure that children's care is consistent. The good liaison with the pre-school means that the childminder is aware of their current planning and can therefore provide activities and support to complement this.

The quality and standards of the early years provision

Children are consistently offered a stimulating range of activities that support them in making good progress in all areas of learning. The childminder's confident, flexible approach to daily planning means that children's individual interests and developmental needs are always included. Her diligent checking of activity planning also ensures that children are offered a balanced range of indoor and outdoor activities that provide opportunities in all areas of learning.

Children's development is further promoted because the childminder makes good use of incidental learning opportunities. For example, while out on walks, children identify written numbers on doors and car registration plates and look for items beginning with the same letters as their names. The sensitive support offered by the childminder further promotes children's confidence and enjoyment of the activities and play opportunities. For example, children work together to construct a train track and are offered encouragement to build further bridges and tunnels.

Children are actively encouraged to explore their environment, noting changes and differences. For example, they plant seeds and note the requirements for these to thrive, and walk to a nearby church, collecting leaves and twigs on the way, later using these to create collages. Children make good progress because activities are well planned and engage their interest. For example, they walk through the village and make their own maps, following these on the return journey and later adding further illustrations as they discuss what they have seen. The interesting home environment and generally accessible resources promote children's independent

play. For example, children choose dressing-up clothes, set up a magnetic darts game and choose role play resources to enhance their play.

Children's confidence is promoted and they are encouraged to be active in their learning, to solve problems and to think critically. They participate in activities to compare, sort and weigh items, compare volumes of different containers and to investigate which items float or sink in water. Regular visits to the library and a range of associated activities encourage children's appreciation of books and reading. For example, they enjoy reading stories and making their own illustrations for these.

Children's awareness and appreciation of other cultures and ways of life is promoted through a range of activities and discussions. For example, they make flags and discuss the various countries, looking these up on globes, discussing climates, traditional dress and food and producing their own illustrations to go with these. Children are gaining a good understanding of the relevance of healthy lifestyles. They have made their own posters to illustrate healthy eating, using these to inform their choices at snack time.

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

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.