

Inspection report for early years provision

Unique reference number	252144
Inspection date	21/07/2009
Inspector	Lynn Rodgers
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).

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 was registered in 1993. She lives with her husband and two teenage children aged in a house in a suburb of Worksop. The whole of the ground floor of the childminder's house, plus first floor toilet facilities, is used for childminding and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday all year round. The childminder is registered to care for a maximum of six children under eight years, at any one time and is currently minding seven children of which four are in the Early years age group. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group and regularly meets with fellow childminders and is building relationships with other providers of early years care and education.

The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provider demonstrates a sound understanding of her strengths and areas for development, which effectively contributes to the on-going improvement of the service. The childminder ensures the environment is happy, safe and secure. She takes into account the individual needs of all the children, and encourages parents and carers to keep her well informed of all aspects of their child's well-being. The childminder has a high level of awareness to include all children and takes comprehensive steps to ensure this is happening. Partnership with parents is well organised and they fully understand her policies and procedures. The childminder shows a strong emphasis on learning and takes steps to provide children with a broad range of exciting and stimulating experiences.

What steps need to be taken to improve provision further?

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

- continue to further develop self-evaluation and continue to use this as a positive way of reflecting on practice.

The leadership and management of the early years provision

The childminder has completed relevant training to enhance her provision, regularly up-dates her parent's contracts and keeps a daily register of attendance. She has a very positive attitude to personal development and is realistic in her outcomes for the children. The environment is effectively organised to ensure all children are comfortable, have room to move around and rest, or be active when they need to. Parents are very well informed about their children's progress and

daily routines, through verbal and written communication. Total sharing of information ensures all parties work together in the best interests of the children. The childminder self-evaluates to reflect on her practice and has a very positive attitude to change and effectively managing her setting. Comments and suggestions from parents help her to make noticeable improvements and this then impacts on the welfare and care of the children. Some parents are very open to suggestion and welcome advice and direction on how to continue learning at home. Links with other settings is beginning to be forged, through verbal communication and exchanging information.

The childminder has made a very good attempt to complete the self-evaluation document, filling in all sections and highlighting areas she would like to improve upon. There are robust risk assessments, with a detailed policy, daily check lists and separate entries for all areas the children access. Outings and the use of public transport, is also included. Effective planning shows a broad range of challenging and stimulating activities that focus on children's interests and capabilities. Clear indications to the six areas of learning are evident and there are comprehensive observations and assessments. Children have a learning scrapbook, which the childminder compliments with photographs and comments about what the children do and parents have access to their own child's records. Partnership with parents is excellent, they have a clear understanding of the how the childminder organises her setting and what she offers the children. She offers them a flexible routine to accommodate their working patterns, shares all relevant information and ensures they are involved in all aspects of their child's care and education. The childminder has a very clear understanding of documentation and regularly reviews these to meet the changing needs of the parents and children. Teaching is rooted in a secure knowledge of the early learning goals and this reflects on the detailed accounts of the children's progress.

The quality and standards of the early years provision

The childminder is very proactive in safeguarding children, through informing children when she feels things they do are not safe for others. The fire safety policy and regularly practised fire drills, make sure the children who are old enough to understand, are aware of what they should do. Risk assessment is robust and she encourages all aspects of safety with the children. All parents inform her if they cannot collect their children themselves and who the authorised persons are. All required safety is in place, with regular checks made on equipment, resources and toys. They have meaningful discussions about stranger awareness, stray animals, picking sweets up that have been discarded and about dangers in the park. The children are encouraged to develop the habits and behaviour appropriate to good learners. For example, through established house rules, that are implemented with the older children. Reminding younger ones to share and to give back toys they take off others. The younger children are beginning to know right from wrong, they are able to join in, make friends and play in a group or alone. The childminder ensures there are good levels of challenge appropriate to their ages and levels of understanding. The children respond to realistic and effective challenge and are able to follow directions and instructions confidently.

Physical activity is promoted by visits to the local parks, play areas and local places of interest. Children's hygiene skills are encouraged through good routines for personal hygiene. The childminder meticulously promotes the good health of the children by ensuring the premises are thoroughly clean and takes all reasonable steps to prevent the spread of infection. Healthy and nutritious meals and snacks are offered to the children, with a well planned menu to offer as much variety as possible in the promotion of a healthy lifestyle. The children enjoy their learning and make progress towards the early learning goals in relation to their starting points, capabilities and interests because they are supported, encouraged, and provided with age appropriate activities. They have access to excellent resources and equipment and they are stimulated and interested. There is a very good balance of adult, child-led activities and children have opportunity to initiate their own play. Planning is flexible to meet children's individual needs and allows time for them to diverge, enabling children to add their own ideas and suggestions. The childminder talks to parents on a daily basis to establish if the children have achieved something new and helps to develop and encourage walking and talking. Daily records are available to parents to take home if they wish and any comments and suggestions are incorporated within the planning. Everyday activities encourage learning, working towards the early goals and children have freedom of choice of all resources. As children grow, the childminder rotates activities to be more age appropriate, to ensure they are continually challenging and stimulated.

Problem solving and numerical skill is developed through using shape sorters, activity centres, encouraging younger children to open boxes to explore what is inside, completing simple jigsaws, rolling a ball, and accessing electronic toys. Older children learn to count, recognise colour, number, shape, size and use basic math language. They take part in table games, such as lotto and dominos. The childminder encourages the babies to, count fingers, toes, arms, legs and to play with objects and naming colours to encourage communication. They attend local playgroups where children are encouraged to share, play with and along side other children and are always encouraged to ask questions. The children are beginning to appreciate the wider world, through discussions, stories, baking, food tasting, walks in the woods and local environment, topic work about other countries, culture and they celebrate other festivals.

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?	1
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?	1
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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