

Inspection report for early years provision

Unique reference number	307989
Inspection date	16/07/2009
Inspector	Cynthia Walker
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 was registered in 1989. She lives with her partner and one adult son in Nelson and is within walking distance of the local amenities. The childminder uses the two lounges on the ground floor for childminding. Children use the first floor to access the bathroom and older children a bedroom to access the computer. There is a small enclosed area for outdoor play.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom no more than three may be in the early years age range. She is currently caring for seven children. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. The childminder is a member of the National Childminding Association and the local childminding network. She holds a level 3 in childcare and development and visits the local childminder and toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming environment in which the children's welfare is successfully promoted. Children enjoy their time with the childminder and progress in their learning through interesting activities. Effective procedures are in place to evaluate the provision for children's welfare, learning and development and plans for the future are clearly identified. The childminder works with parents and carers to ensure the needs of all the children are met by valuing each child as a unique individual.

What steps need to be taken to improve provision further?

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

- continue to develop the methods of observing children and the systems for linking the identified future learning within the planned activities.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure children are kept safe on outings by carrying out a full risk assessment for each type of outing undertaken.(Safeguarding and welfare)

14/08/2009

The leadership and management of the early years provision

The childminder is effectively maintaining most of the documentation for the safe and efficient management of her provision. Policies and procedures are included in detailed files and are inclusive for those children who may attend. Detailed risk assessments ensure that effective action is taken to manage or eliminate risks to

children within the home. However, although the childminder has a good understanding of how to maintain children's safety on outings, full risk assessments are not being completed. The childminder has a sound understanding of child protection issues, which enables her to efficiently safeguard the children in her care.

The childminder is evaluating her practice which appropriately identifies her strengths and weaknesses. Targets for the future are clearly identified and includes attending further training and making more links within the education programme. She obtains parents views on the quality of her provision through questionnaires which have favourable responses. Recommendations from the previous inspection have been responded to positively. She has a positive attitude to training and has recently completed her level 3 qualification in childcare and development and attended a range of short courses. The childminder works closely with the local authority advisor to maintain the quality of her provision and to review her practice.

Parents and carers receive effective information about the care the childminder provides through informative and comprehensive professional files, which includes the policies and procedures. Detailed daily diaries ensures parents and carers are well informed about their children's achievements and progress. The children's individual learning plans include ideas for parents and carers on how to extend their children's learning and development within the home. Links have been established with local providers delivering the learning programme to ensure children receive continuity of care and learning.

The quality and standards of the early years provision

The childminder has a sound knowledge of the learning and development requirements and effectively helps children to learn appropriately within her home and with other experiences in the local area. Children's individual files include observations, photographs of children involved in activities and examples of children's work. The childminder demonstrates a sensitive understanding of the individual children's learning and their next steps in learning are clearly identified in their observation records. An individual learning plan, which is completed every six months, gives an overview of development in all learning areas. Although weekly planning is not recorded, the childminder demonstrated how she has responded to identified future learning by reinforcing number and letter recognition, which was reflected in children's work in their assessment files. The children's daily diaries reflect a wide range of activities, for example, using their imagination to make dens and looking at library books. The childminder provides a warm and welcoming environment with resources arranged to encourage children to make independent choices about their play and learning.

The childminder effectively supports children's learning as she positively interacts and encourages their participation in a range of activities. She actively listens to the children and reinforces simple language, as young children begin to find a voice and successfully say 'baby'. Young children enjoy exploring a range of toys and resources and closely examine a piece of paper using their senses as they

make different noises, by waving it in the air or scrunching it up in their fingers. The childminder actively praises young children for their achievements as they make marks on a magic screen. The introduction of a toy kitchen stimulated the young children's interest as they explored the cupboards and related resources. The childminder explained that all the children had been actively involved in playing at picnics in the outdoor area using the kitchen and the toy food. The children's assessment records reflected a wide range of individual art work using a good range of media and materials.

The childminder is providing good quality care for the children and has an appropriate understanding of the welfare requirements. The health and well-being of children is being promoted and there are clear systems in place to manage accidents or take action if they become ill. Children's meals include a variety of fruit and vegetables and they enjoy a nutritious cooked lunch, which encourages children to make healthy choices about what they eat. Access to large equipment on visits encourages children to begin to understand the benefits of physical activity as they practice their balancing skills. They behave well in response to the calm and consistent responses from the childminder and are comfortable within the routines of the home.

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?	3
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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