

Inspection report for early years provision

Unique reference number	308565
Inspection date	25/08/2009
Inspector	Wendy Fitton
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 registered in 1997 and lives with her two children aged 14 and 16 years. She is registered for a maximum of six children under eight years on the Early Years Register and both parts of the Childcare Register. There are currently a total of eight children on roll and three are in the early years age group. Children attend full and part- time places, before and after school and also during holidays.

Children have access to a kitchen, a play room, a front room for quiet activities, an upstairs bedroom, a bathroom and a rear garden.

The childminder is a qualified nursery nurse with years of experience. She has completed all required training and is part of a network of childminders in the local area.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are safe and secure in the very homely, welcoming environment. This enables them to make progress in areas of their learning and development; and ensures their welfare needs are promoted. Planning meets with the children's varied ages and stages of development to provide an interesting and challenging environment. Children are fully included and they are recognised as unique individuals. There are good partnerships with parents and other carers to support children's needs. Steps are taken to evaluate the provision and the childminder acknowledges her key strengths and weaknesses to secure future improvement.

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 system of observation and assessment to link with the six areas of learning; and to identify children's future learning needs as they progress towards the early learning goals.

The leadership and management of the early years provision

The childminder organises her childminding to allow children to make choices about their play and she works effectively to provide good care and education for children. She has three dedicated play areas, a lounge for quieter activities and an outdoor facility. She has responded positively to the recommendations raised at the last inspection and this has impacted on children's safety and well-being. The childminder is committed to training and has completed all the required training; and various workshops for the promotion of the Early Years Foundation Stage. She is a qualified nursery nurse with a number of years experience in child care.

The childminder has comprehensive policy documents and records which are required for the safe and efficient management of the provision. Children are really well protected and safeguarded owing to the childminder's good knowledge and understanding of child protection procedures, health and safety procedures and the steps taken to promote children's good health and well being. Children are not exposed to any hazards or risks through the implementation of robust risk assessments and the attention to safety aspects and equipment within the home environment. Children are safe on outings and measures to encourage children to take responsibility for their own safety are done through the daily routine and education programme. For example, tidying up toys, being aware of safety on the road, using the stairs safely and being aware of fire evacuation procedures.

Parents and carers receive comprehensive information about the setting which includes all organisational policies and procedures, information notices about activities and photographs of their children involved in their play. The daily plan, registration certificate, insurance details and complaint information is displayed in the entrance area for parents to access. The childminder shares daily routine care information with parents through chatting to them when they collect their children and through development reviews. The childminder has asked parents to evaluate her provision through questionnaires and parents comment positively and are very happy with the care and learning opportunities their children receive.

The quality and standards of the early years provision

The childminder has a sound knowledge of the learning and development requirements. She supports children's learning through well planned activities and experiences both home based and within the local community. She monitors all children in their learning and development and links her observations to the development matters in the Early Years Framework. Children enjoy their time at this comfortable, friendly and informal setting. Children are safe and secure and approach the childminder with confidence. They are familiar with the routines and rhythms of the day and can play, rest and eat comfortably according to their own needs and free choice. The process of observing and the assessment of children is in progress and does not clearly link to individual children's needs and their starting points. The childminder records what the children can do and shares this with parents. However, there is no clear link with the six areas of learning; or how to identify children's future learning needs as they progress towards the early learning goals.

Children develop their independence through feeding themselves and recognising their own personal needs for using the bathroom. They socialise with other children and adults at different groups in the community. They go to toddler groups, parks, activity play gyms and holiday play sessions. Children build on their own self-esteem as they respond to the positive praise and encouragement from the childminder. They play harmoniously together and learn to share, value and respect each other and their environment. Children access a range of books and look at pictures and words. They listen to stories and ask questions about what is happening and use different tenses, talking about yesterday, last week and later. The childminder focuses on key words to build upon children's vocabulary and

language. Children talk about the natural environment and participate in visits to the park and the farm. They share news about their holidays to different places and different ways of travel in vehicles.

Children go shopping for fruit and vegetables and talk about where different foods come from. They learn to respect differences and find out about the wider world as they celebrate festivals and make cards and models that represent different cultural backgrounds. They use wheeled toys in the garden, climb on large physical play equipment at the parks and at gym groups. This helps to develop their large motor skills and help them learn about being active. They develop their hand and eye coordination when they use one handed tools, scissors, pens and paintbrushes. Children thread and manipulate pieces of jigsaws to fit. They play creatively and imaginatively with crayons, chalks, paint and dough. They dress up in favourite costumes and act out everyday scenarios with the role play equipment. They problem solve when they find out how the computer works and how to fit and shape construction toys. They use mathematical language through everyday counting in rhymes and action songs, they count the stairs and thread and sort colours and shapes. Children learn about weight and capacity during baking activities.

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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