

Inspection report for early years provision

Unique reference number	317139
Inspection date	15/06/2009
Inspector	Stephen Andrew Blake
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 1988 and lives with her husband in their home in Whitehaven, West Cumbria. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor and the lower ground floor sleep room and bathroom are used for childminding. There is a fully enclosed rear garden available for outside play. The childminder has use of her car for transporting minded children to local groups and for outings.

The childminder has entered into partnership arrangements with local childcare providers. She is registered to care for a total of six children. The childminder is currently minding 14 children on a part-time basis at variable times throughout the week. Seven of the children on roll are within the early years age group.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has an excellent knowledge and understanding of each child's individual needs and ensures that she generally promotes all aspects of children's welfare effectively. She provides children with a very good range of indoor and outdoor activities and has established exemplary systems for observing and assessing children's progress under the Early Years Foundation Stage. This means that children are able to make outstanding progress in their learning. Children are safe and secure at all times and regular risks assessments are robust. The childminder has established a strong partnership with parents and has initiated links with other childcare and education providers to ensure continuity of care. Regular self-evaluation ensures that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure the first aid box has appropriate content to meet the needs of children, with regard to the out of date items.

The leadership and management of the early years provision

Children's welfare is promoted effectively because the childminder has established very robust systems to monitor their individual needs. She has established effective systems of self-evaluation that enable her to have a superior understanding of the strengths and weaknesses of her service. This enables her to continually improve her childminding practice and be proactive in identifying

appropriate training to support her ongoing development. She discusses her work regularly with children's parents to ensure continuity of children's care.

The childminder has established an exceptional partnership with parents. She provides them with regular verbal communication as well as written policies and record keeping, such as information about children's daily routines. She is pro-active in seeking parental input into how she can improve her childminding practice, for example, through her use of written questionnaires. Her systems for communicating information about children's learning and progress under the Early Years Foundation Stage are exemplary. For example, her well recorded assessments of children's learning and development enable her to share children's planned next steps with parents. The childminder has established a system for effective communication between settings to ensure that children's needs are met and there is continuity in their learning. Additionally, the childminder acts as a mentor to new childminders in the area and provides them with support and advice during their first year of registration.

Children are safeguarded well because the childminder has established robust written risk assessments and implements these effectively to monitor the safety of her indoor and outdoor provision and also for her trips and outings with children. The childminder has a thorough understanding of the required child protection procedures and ensures that children are with suitable persons at all times. All required documentation is very well organised and in place.

The childminder is warm and welcoming to children and their families. There is a very good range of play equipment accessible to children, who know where their favourite toys are. The childminder has a sound understanding of inclusion and implements inclusive practice effectively. Policy statements show an inclusive, anti-discriminatory approach to the childminder's business and are available to parents for their information.

The quality and standards of the early years provision

Children are well-settled and have a warm and secure relationship with the childminder. She has created a calm, welcoming environment and provides children with well-planned and sensitive support according to their individual needs. The childminder is able to draw upon her previous experience and learning to demonstrate an outstanding understanding of how children learn. She uses her knowledge of the Early Years Foundation Stage to establish very effective short, medium and long term plans. This enables her to deliver an exciting and stimulating range of adult-led and child-initiated activities across all areas of learning. For example, when children fill the garden bird feeders she talks about the different species that visit the garden and why some foods are better than others and she takes children on local walks to explore the world around them. Children regularly attend local groups and this enables them to socialise with others and engage in a range of age-appropriate physical activities. The childminder has established outstanding systems for observation and assessment and this enables her to fully recognise and understand the next steps in children's learning. She is proactive in monitoring her own training and development in order

to continually meet the needs of children. The childminder has established effective systems for sharing information about children's learning and exchanging practice ideas with those who teach children elsewhere. Additionally, she is pro-active in engaging with other childcare providers to provide joint activities and exchange practice ideas that further promote children's learning and development.

The learning environment is very conducive to children's learning and development. For example, the childminder organises her available play space to provide an outstanding range of accessible and stimulating resources for children across the registered age range. This provides children with opportunities to make outstanding progress. Wall displays are bright and welcoming and examples of children's work are on display for parents. This helps children to feel valued and promotes their self-esteem. The outdoor environment is stimulating and well-planned with additional resources to further extend opportunities for children's learning and development. During activities the childminder supports children's learning appropriately by asking a range of questions relating to the child's activity. For example, when examining shape, texture and colour during a craft activity. The childminder is imaginative and identifies best practice opportunities to extend children's learning. For example, the childminder planned a guided visit to a major retailer to take a behind the scenes look at foods and how they are made as part of a project on health. Children are involved in their local community and socialise with other children as they attend local playgroups and participate in joint activities with other childcare providers.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practice and listening to the childminder talk about how to stay safe when going for walks or outings. The childminder has established generally effective systems to help children stay healthy with regard to keeping her home clean and implementing procedures to avoid cross-infection. There are some out of date items in the first aid box. Children are independent in their self-care skills when using individual hand towels and placing them in the washing machine after use. The childminder has established effective systems to help children stay healthy outdoors. For example, children use individual sun screens according to their need and as discussed and agreed with their parents. Children are supported effectively to develop skills that will contribute to their future economic well-being as they use programmable resources and visit the local shops. The childminder has a clear understanding of child protection and implements her policies meticulously.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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