

Inspection report for early years provision

Unique reference number	505245
Inspection date	23/01/2009
Inspector	Paula Jane Hayhow
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 1996. She lives with her husband and adult child in Flitwick, Bedfordshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the childminder's house is via a step. The family has a dog and horse as pets.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered to provide three places for children in the Early Years Foundation Stage (EYFS) and there are currently three children attending who are within this age group. The children live locally. Two children attend other settings such as the early years unit of the local primary school.

The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register. Children occupying these places share the same facilities as the children in the Early Years age range. There are currently five children on roll in this age range.

The childminder holds a recognised childcare qualification and is working towards a degree.

Overall effectiveness of the early years provision

Overall, the childminder provides well for children in the Early Years Foundation Stage. She provides stimulating and interesting activities, ensuring that all children and their family feel welcomed and involved in their learning. The childminder's organised but flexible approach to planning ensures that children's individual needs are identified and that they thoroughly enjoy their time with her. The partnership with parents and other carers is good and contributes to ensuring that children's needs are being consistently met. The childminder has some practical procedures for evaluating her practice which means that she has a generally clear picture of her strengths and weaknesses and is able to implement changes to improve the daily care and experiences for the children in her care.

What steps need to be taken to improve provision further?

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

- develop the risk assessment of the premises to include all areas used by children and ensure that it includes all outings undertaken
- ensure that ongoing assessment are routinely updated and monitored and develop the initial assessments of children in order to influence the planning of activities and play opportunities to meet their individual needs
- ensure that children can not leave the premises unsupervised and that hazards to children are kept to a minimum with reference to the free

standing room divider.

The leadership and management of the early years provision

Records, policies and procedures are clear, informative is used well to promote the welfare of children. These are shared routinely with parents who sign to affirm they have read them, thus gaining a good understanding of the childminder's practice. She has organised sound communication systems with parents and other settings the children attend, relating to their care and learning this promotes consistency of support. For example, she regularly discusses the children's development with parents and teachers and monitor the themes in the school's newsletters to ensure that her own planning meets the needs of the children. Settling in assessments are completed by parents at placement time, relating to their routines and needs but limited information is sought regarding their capabilities which could be used to inform initial assessments and planning. The childminder uses communications and tracker books to record achievements and these are shared routinely with parents and carers so all are working to promote the children's individual development. For example, the childminder obtains information from the school on areas of learning the minded children are working towards and integrates this into her planning such as current reading words.

The childminder has a good commitment to improving her childminding practices such as attending additional training on subjects such as child protection, recording observations, nutrition and oral health, sign language and disability. There are clear procedures for monitoring and evaluating the childminder's practice which mean that she is aware of areas needing improvement. For example, she has promptly completed the recommendation from her previous inspection and has a record of actions which will improve her practice. She checks the premises daily before the children arrive for any hazards and informally evaluates the play session at the end of the day, identifying any concerns or changes needed. However, the ongoing risk assessments does not include all areas of the premises used by children or every outing undertaken which could impact on their safety. The childminder has organised her home and resources well which enables all children to self-select materials and organise their learning. She ensures that the children have a balanced and varied range of activities in the home and garden.

The quality and standards of the early years provision

Children are consistently offered a wide range of opportunities that support them in making good progress in all areas of learning and development. The organised approach to planning ensures that their interests and needs are always included and planning is also realistically linked to sound observations and assessments, enabling the childminder to provide appropriate activities. However, whilst the childminder is aware of the children's next areas of learning, she does not routinely record their achievements in a way to gain an overview of their progress to influence her future planning.

Children are offered a wide range of activities indoors and outdoors they are

encouraged to explore their environment. For example, when covering a topic such as the changing seasons, the children collect leaves on their walks and discuss the colour, shape, size and texture. They talk about different special days, making clay dragons for Chinese New Year and hearts for Saint Valentine's Day. The children love outings and socialising with other children which the childminder organises such as regular visits to the local toddler groups, library to choose books or walks to see the horses and cows. They enjoy collecting frogspawn and watched the tadpoles grow into frogs, appreciating the growth and changes of such small creatures. The well-organised environment and caring support from the childminder enable children to develop their independence. For example, young children engage in learning to walk and reach for toys, count the number of steps on the slide and gain independence as they investigate the differences between real and pretend peppers, cutting the vegetable with some coordination. The childminder supports all children well and encourages them to be active in their learning and to work together. For example, when self-selecting the resources all children are encouraged to share and when using board games children appreciate the need for taking turns in their play partnerships. The environment is set out daily with stimulating activities which are of good quality, plentiful and easily accessible thus enabling children to organise their own play.

Children are cared for in a generally safe and secure environment because the childminder has a good understanding of this area. Clear explanations and relevant activities help children gain a good understanding about taking care of themselves and others such as discussing stranger danger, practicing road safety on walks in the community or carrying out regular fire drills. However, children's safety could be affected if the front doors are not secured or they have access to the free-standing room divider. Children are encouraged to gain a good understanding of healthy life styles through discussion on the importance of good food options and regular physical exercise, this has been demonstrated when they achieved the Healthy Eating award for their efforts. The childminder has a clear understanding of issues relating to safeguarding children and has ensured that she has relevant information and contact details readily available.

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

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