

Inspection report for early years provision

Unique reference number	506545
Inspection date	27/08/2009
Inspector	Shirley Amanda Wilkes
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 has been registered for approximately 23 years. She lives with her husband in Little Drayton, located a mile and a half from Market Drayton, North Shropshire and works with an assistant. The premises are easily accessible and the ground floor of the home is available to minded children for play. There are also toilet and washing facilities on this floor and a secure outdoor play area is available for all children to access. The property is within walking distance of local parkland, schools and amenities. The childminder has a budgerigar and a hamster.

The childminder is registered to care for six children at any one time. Currently there are 11 children on roll, four of whom are in the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the childcare Register.

The childminder supports children with learning difficulties and/or disabilities. She takes and collects children from local schools. The childminder has completed training to NVQ Level 3 and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has good procedures and effectively implemented policies ensure the provision continues to develop and improve for the benefit of all children. She shows a clear understanding of meeting the regulations for children's care, learning and development. Relationships with parents are strongly established and they are kept well informed overall, thus promoting continuity and ensuring children's needs are well met. Children are well motivated, have positive relationships and enjoy their time with the childminder who actively engages them and helps them to make good progress in their learning and development. The childminder demonstrates a suitable commitment to developing her service, although the system in place to evaluate and identify areas for improvement is not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation to identify strengths, weakness and areas for future development
- ensure observations are used to inform future planning to meet the needs of individual children
- update the record of risk assessment to include any assessments of risks for outings and trips.

The leadership and management of the early years provision

Children are cared for in an inclusive setting where all necessary essential information is gathered and consequently, the childminder is able to meet the specific needs of individual children. The childminder has compiled a comprehensive set of policies and procedures, all of which ensure parents are well informed about the provision. She has a clear understanding of her effective safeguarding policy and of the procedures to be followed if she has any concerns about a child in her care. Detailed risk assessments help to maintain safety within the home, however risk assessments for outings do not cover all hazards that may be encountered. She also carries out fire evacuation drills from her home to help children learn how to keep themselves safe in an emergency. The childminder has detailed records for all accidents and for administering medication.

Recommendations raised at the last inspection have been addressed to help ensure children's well-being. However, the process to monitor and evaluate the strengths and weaknesses of the provision has yet to be fully developed.

The childminder builds good relationships with the parents and a wide range of information about their general well-being, daily routines and achievements are shared openly and the parents have access to their children's records at any time. Effective written records of children's progress are in place that enables her to recognise what individual children's next steps are. However, this information is not used to plan and extend the activities she offers to further enhance their learning. The childminder recognises the importance of sharing information and of creating strong links with other carers and professionals, for example, with staff at the schools the children attend. The childminder is pro-active in her support of an inclusive environment, she values each child and increases their self-esteem and sense of belonging as she enables them to participate fully in the setting while developing their social and personal skills.

The quality and standards of the early years provision

Children are happy and settled and benefit from a caring, responsive relationship between themselves and the childminder. Toys and resources are stored at a low level, enabling children to self-select activities throughout the day, promoting their independence and decision making skills well. The daily routine meets children's needs and promotes their welfare and all the required documentation is in place. Children are beginning to learn about how to keep themselves safe through discussion and routines. For example, the children practise regular fire drills to ensure they know what to do in an emergency. Children are making good progress in their learning and development. They feel at ease and are confident in their environment because they are warmly introduced to visitors and can move around the home choosing freely from the suitable range of resources.

Children play well together, for example, older children ensure younger children are involved in their play and activities. The childminder facilitates and encourages children well, which ensures children flourish and have plenty of positive and

motivating experiences in an atmosphere of mutual respect thereby contributing towards children's good behaviour. For example, the childminder reminds older children of younger children's capabilities when requesting games.

Children are beginning to learn about healthy eating and the importance of exercise through discussion, activities and routines. The childminder provides a range of healthy snacks and meals including, fresh fruit. Drinks are freely available so children remain hydrated. Children learn about personal hygiene as they independently access the toilet and routinely wash their hands, the younger children are encouraged to be independent by managing for themselves, for example, fastening own buttons. The premises are clean and well maintained.

Children have access to resources to find out about other cultures. They listen to stories, that help them to recognise similarities and differences and discuss different family arrangements, gender and disabilities to help them begin to understand about the wider world. The childminder promotes a fresh air and exercise regime and everyday opportunities are in place for children to explore all manner of activities both indoors and out. For example, children develop physical skills as they play in the garden or visit local parks to play on the equipment.

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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