

Inspection report for early years provision

Unique reference number	590239
Inspection date	18/05/2009
Inspector	Lynn Denise Smith
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 2000. She lives with her husband and two children aged fourteen and sixteen years in Weeley. 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. The childminder drives to the local school to take and collect children. She takes children to the library and to the park each day. The childminder has regular links with other local childminders.

The childminder is registered to care for six children at any one time and is currently minding seven children, all of whom attend on a part-time basis. Six of the children are within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years to 12 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has two pet dogs. A low step to the main door ensures easy access to the premises. The bathroom is situated on the ground floor. The childminder provides parents with a written prospectus which provides them with details about her service.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Clear knowledge of each child's individual needs enables the childminder to promote their welfare and learning requirements effectively in a fully inclusive setting. Good two-way communication between the childminder and parents provides the childminder with sound knowledge on which to base her provision for each child. Children are safe within the childminder's care as she carries out regular risk assessments and daily checks. Links with other settings providing for the EYFS are beginning to be developed. The childminder is developing procedures for self-evaluation to enable her to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in children's developmental progress and regularly review this approach
- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development.

The leadership and management of the early years provision

Children are effectively cared for by a confident and experienced childminder who is committed to developing her childcare knowledge through further training. The childminder is currently studying for her Diploma in Home Based Childcare and hopes to complete it this year. She has also booked places on safeguarding training, first aid training and an EYFS course.

Clearly presented records are available for each child which are reviewed regularly to ensure the childminder has up-to-date information. A set of comprehensive written policies and procedures are available and shared with parents, these include procedures on inclusive practices. The policies are effectively implemented in the childminder's practices. Parents receive daily verbal feedback about their children's day and progress and the childminder has some links with the local pre-school, however, procedures for effectively sharing information in line with the requirements of the EYFS have not yet been fully implemented.

The childminder ensures that children in her care are appropriately safeguarded by following her written policy. Adults within the home are vetted and the children are always in the childminder's supervision. Daily safety checks ensure that the childminder's home provides safe and secure play opportunities for children and clear risk assessments indoors and for outings are on file. The childminder is developing a culture for self assessment which will enable her to review her practices, evaluate her provision and make necessary changes for improvement.

The quality and standards of the early years provision

Children's welfare, learning and development needs are being effectively met through the childminder's clear practices. Children's individual needs are considered throughout the childminder's policies and practices and she demonstrates a sound awareness of their likes, dislikes and abilities. Through the childminder's clear directions, children have opportunities to develop their knowledge of keeping safe and healthy, for example, they know to wash their hands after using the toilet and before meals. They actively participate in discussions about good hygiene and healthy eating and make clear choices about their snacks which include fresh and dried fruits. Children are active and lively and enjoy participating in fun outdoor play. Outdoor play is not currently spontaneous as the childminder is undertaking some work on her garden so children pay regular visits to a number of local parks and playgrounds.

Children play and learn in an exciting and well-presented child-friendly environment. They move freely around the ground floor of the childminder's home, with exception of her kitchen. The various different areas within the home provide spaces for children to participate in a number of different activities at the same time. Toys and play resources are easily accessible, enabling children to self-select and develop independence skills.

Children are settled and content within the childminder's care. They approach her

with ease and enjoy each other's company. Information about the children's home backgrounds and starting points is effectively shared between the childminder and parents, and the information available is used effectively to inform the childminder's practises. Children develop their understanding of right and wrong as they follow the childminder's clear directions. They learn to take turns through appropriate games and are encouraged to be kind and caring towards each other. Children receive praise and encouragement from the childminder.

Children participate in a range of activities which help them to make progress in all six areas of learning. The childminder is beginning to embrace the EYFS and to develop systems for observing and evaluating children's learning. The system currently being used does not effectively link the observations to each child's individual learning journey. Children chat confidently together and with the childminder. Their language and vocabulary is extended by the childminder offering clear explanations to their questions and encouraging them to think about new words and objects. They develop knowledge of numbers and simple calculation through everyday activities and through matching and sorting toys. Children construct with a range of building bricks and some other materials. They enjoy role play and dressing up, and expressing themselves creatively.

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?	3
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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