

Inspection report for early years provision

Unique reference number	EY101773
Inspection date	08/04/2009
Inspector	Deborah Ball
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 2001. She lives with her husband and three children aged ten and twins aged three years in Canon Frome, Ledbury. The ground floor of the property and one first floor bedroom are used for childminding. There is a fully enclosed garden available for outside play. Children are taken on local outings and walks. The childminder has procedures to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. The family have a dog, a cat, fish, a guinea pig and chickens.

The childminder is registered to care for four children at any one time and there is currently one child on roll within the Early Years Foundation Stage (EYFS), whom attends on a part-time basis. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Partnerships with parents and other agencies are strong and this enables the knowledgeable and experienced childminder to support children's individual needs within an inclusive and child-orientated environment. Effective systems for reflection and self-evaluation mean that the childminder is constantly reflecting on and improving the provision so that outcomes for children are consistently of a high standard. This is further evidenced in the ongoing access to a wide range of training, advice and support from other agencies and a commitment to continually develop the provision for children. Thorough policies and procedures are fully implemented to ensure that children's individual needs are sensitively nurtured so that they can progress and develop securely in a safe, caring, homely and exciting environment.

What steps need to be taken to improve provision further?

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

- develop further the systems for matching observations to the expectations of the development matters stages, and use this information to plan experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

The leadership and management of the early years provision

Children receive warm, welcoming, good quality and secure care within a homely environment. Strong and effective systems are implemented on a daily basis so that children's individual needs and requirements are fully provided for. Clear and detailed written policies and procedures reflect the good practice and caring

relationships evident in the childminding service. These procedures are readily available to all parents, are fully adhered to and consistently reviewed to ensure that they remain working documents.

Children benefit from a consistently maintained, strong and effective partnership with parents and other providers. This means that the childminder knows the children very well and can therefore meet their individual care and development needs on a daily basis. Systems for two-way communication include daily detailed discussions about what the children have been enjoying, daily diaries and individual journals which include photographs and annotated evidence of children's work. Close working relationships have been developed with the local school, nurseries and other agencies to ensure that children's individual needs and requirements are fully supported and addressed.

Children enjoy exploring and developing their play in a safe and secure environment because the childminder is very aware of implementing robust procedures for daily safety checks and ongoing risk assessments. Supervision, along with security in and around the home, is very good and ensures that children remain secure in the childminders care at all times. Regular outings are thoroughly enjoyed and the childminder has developed comprehensive risk assessments to ensure that these outings can be safely accessed by all children. Detailed procedures and policies are available and are in line with Local Safeguarding Children Board guidance. In addition, safeguarding training is accessed regularly so that any concerns about children's welfare can be addressed promptly and efficiently.

Access to a wide range of relevant training, alongside regular support from the local authority, means that the childminder successfully builds on her experience in early years and this allows her to continually improve outcomes for all children. In addition, ongoing self-reflection and systems for self-evaluation have enabled her to highlight areas of improvement so that her childminding practice continues to afford children good opportunities to develop and progress.

The quality and standards of the early years provision

Children are provided with healthy, balanced and nutritious snacks throughout the day and enjoy lunches which have been provided by their parents. The children are able to take a drink of water when they wish because individual, age-appropriate cups are provided for them. Records and documentation are in place to ensure children's health needs are met, in line with the wishes of parents. Outdoor activities include walks to the woods and frequent play opportunities in the garden and at local parks so that children have good opportunities to develop their physical skills and access fresh air and light at regular intervals during the day.

The childminder organises her home well so that children are able to access a range of toys, resources and equipment within a homely, comfortable and friendly space. Colourful and stimulating toys and resources are available at low-level so that children are able to access their favourite activities as and when they wish to.

Children enjoy construction activities, exploring discovery toys, 'small-world' play and looking at books within the routine of the day. In addition, children enjoy a range of activities which contribute to their imagination and creativity, such as art and craft activities, role play, musical activities and mark-making. For example, the children made cars out of cardboard boxes using plastic plates and spoons to represent the steering wheels and keys and drew the pedals and radios. The children then drew traffic lights which they stuck on the wall and thoroughly enjoyed driving their cars as they sang along to the radios. Outings to the local toddler groups provide children with additional learning experiences and the opportunity to be sociable with other people.

Children are supported to make choices about what they want to do in a child-initiated routine and this helps them to develop their self-esteem and independence. In addition, a range of adult-led activities are provided which further support ongoing individual development. The childminder provides activities and resources which actively engage the children and help them to progress towards the early learning goals. However, the systems for providing planned activities from the information provided by ongoing individual assessments has scope for further development to ensure that children's ongoing development through the development matters stages is fully supported.

The childminder supports all the children in a capable, calm, relaxed and caring manner, offering direction where required to keep children motivated and interested. A range of activities and resources are available which help to promote equality of opportunity and diversity. In addition, the close partnership with parents ensures that children's individual needs and routines are accommodated very well within the well-organised, homely, caring childminding space.

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.