

Inspection report for early years provision

Unique reference number	EY152814
Inspection date	11/11/2008
Inspector	Elenora Griffin
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 registered in 2002. She lives with her husband and four children aged 11, eight, five and three years, on the outskirts of Worcester city. Access to the childminder's house is up a sloping driveway or steps. The ground floor of the childminder's house is used for childminding with sleeping and bathroom facilities on the first floor. On the ground floor there is access to toileting facilities and a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder currently cares for two children in the early years age group and one child in the older years age group. The childminder attends local toddler groups and takes and collects children from the local pre-school group and infants school. The childminder keeps fish and has two guinea pigs.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are happy and settled in the childminder's home, where she develops a very good understanding of their needs, interests and abilities in order to successfully support and promote their welfare, learning and development. Partnership with parents and carers is strong and ensures that all children experience continuity and consistency in their care. Outcomes for children are not always fully maximised due to the need to continue to develop planning and to review the organisation of resources. A key strength of the childminder is her tremendous capacity for continuous improvement. She is highly motivated and committed to improving outcomes for children through working with other childcare professionals and accessing continued professional development training.

What steps need to be taken to improve provision further?

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

- continue to develop planning systems and review the organisation of resources in order to ensure that on a daily basis children are able access a wide range of activities and resources that support all areas of learning and development.

The leadership and management of the early years provision

The provision for children continues to be actively improved through the childminder's enthusiasm and commitment to continuous improvement. She has started to use self-evaluation in order to effectively identify strengths to build upon

and areas of practice for improvement. For example, the childminder plans to further develop support for children's communication, language and literacy skills through implementing the knowledge gained at a recent, 'Letters and sounds' training course, and to further improve the quality of her provision as a whole through the completion of a quality assurance scheme. To ensure that she is responsive to the needs of children and their families, the childminder includes them in the evaluation of the provision, getting valuable feedback and finding out what it is most important to them.

Children reap the benefits of effective two-way communication systems between the childminder and parents. Through initial meetings, daily chats and the informative daily diaries completed for young children, parents are very well informed about children's routines, activities and the progress that they make. Parents praise the quality of communication and the responsiveness of the childminder to their views, needs and requests. Consequently, children's needs are well supported and the childminder is responsive to their changing circumstances and interests. Parents are able to access children's records at any time and, filled with photographs of children at play and samples of their work, these form beautiful records of children's time with the childminder for them and their families to treasure.

Children benefit from being cared for in a safe and secure environment. Regularly reviewed, detailed risk assessments that are completed for the premises and for outings, ensure that children's safety is well promoted at all times. Children are learning how to keep themselves safe as they regularly practise the emergency evacuation procedure, developing an awareness of the sound the smoke alarm and where they need to go to reach safety. Children are safeguarded from harm and neglect through the childminder's good knowledge and understanding of child protection issues, which she ensures that she keeps up-to-date through accessing regular training. There are clear child protection procedures in place that are well supported with procedures from Local Safeguarding Children Board and guidance from the government and the NSPCC.

The quality and standards of the early years provision

Children feel valued and develop a strong sense of belonging in the childminder's home. This is because the childminder develops close relationships with children, getting to know them well and responding sensitively to their needs. Children are encouraged to make choices and decisions for themselves as they access the toys and resources that are set for them. Young children are keen to explore, knowing that the childminder is always close at hand for a reassuring cuddle, while older children become increasingly confident asking for resources that they want to play with. Children are well supported by the childminder to be kind to one another, to develop empathy, share and to take turns. As a result, children play harmonious together and form close, positive relationships with one another and the childminder's own children.

Children are successfully supported in their learning and development by the childminder who gets to know them well, and over time provides them with a wide

range of interesting and stimulating activities and experiences. The childminder regularly makes sensitive observations of children's interests and achievements, and has started to assess these across all six areas of learning and development. Based on her assessments the childminder plans appropriate activities and experiences for children for the coming term. Children have great fun playing imaginatively with the play kitchen and dolls, constructing train tracks, dressing up, making and exploring play dough, sticking, drawing and making 'magic potions'. They enjoy daily opportunities to be active outside in the fresh air. They play in the garden, visit local parks and go on outings to the local countryside centre. However, outcomes for children are not always fully maximised. Although, there are clear plans for the activities and experiences that the childminder intends to provide to meet the needs of individual children, these do have clear objectives for how they will support children's next steps in learning and development. The organisation of activities and resources within the childminder's home does not provide children a wide range of activities and resources on a daily basis that support all areas of learning and development.

There are some resources and toys within the childminder's home that help children to learn about diversity in the world around and children enjoying finding out about various cultural and religious festivals. For example, children learn about the Welsh patron saint, St David and Chinese New Year. Children are well supported by the childminder to develop empathy and respect for other people and to learn right from wrong. Younger children are sensitively supported by the childminder through play and older children illustrate the positive rules of the house that they agree to, such as being polite and having kind hands and feet. Children are also learning about healthy eating through the regular healthy, balanced snacks and meals that they receive, and the planned activities they participate in. For example, contributing to collages of healthy food they should eat often, treats they should have occasionally and food and drink that this not good for them, particularly as young children.

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.	1

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.