

Inspection report for early years provision

Unique reference number	EY221833
Inspection date	02/02/2009
Inspector	Janette Elizabeth Owen
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 since 2002. She lives with her husband, who is also a registered childminder, and their children aged 14 and seven years in the Church Stretton area of Shropshire. The property is situated within walking distance of the local school, pre-schools and local amenities. There is a large enclosed garden area available for outside play. The family has a dog. There are steps within the premises to the large playroom and steps to access the garden.

The childminder is registered to care for a maximum of six children at any one time when working alone; a maximum of 12 children when working with another childminder or an assistant and a maximum of 15 children when working with another childminder and an assistant. She is currently minding 13 children who are within the Early Years Foundation Stage (EYFS). The childminder is accredited and is in receipt of funding for early education. The childminder supports children with learning difficulties and disabilities. She also provides care for children over five years. The childminder takes and collects children from local schools and nurseries. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and on the Early Years Register.

The childminder is a member of the National Childminding Association and a member of Shropshire Childminding Network. She has completed a Quality Assurance award, Growing Together.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are well respected taking into account their individual needs abilities and interests. The childminders practice is inclusive and particularly good provision is made for children who have specific learning difficulties and/or disabilities. A balance of free-play and adult-directed activities both indoors and outside enables children to make good progress towards the early learning goals. Most procedures are in place to ensure children's welfare is promoted effectively. Partnerships with parents and other support agencies are good and this reinforces consistency of care and ensures continued awareness of children's individual needs. Children benefit from ongoing improvements to the provision; the childminder's self-evaluation is mostly effective, but weaknesses with regard to hygiene have not been identified.

What steps need to be taken to improve provision further?

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

- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve procedures used to promote the good health of the children, take the necessary steps to prevent the spread of infection, this refers to hygiene (Safeguarding and promoting children's welfare).

03/03/2009

The leadership and management of the early years provision

The organisation of the provision is generally well managed with all adults involved in the care of the children working well together to support the needs of the children. Routine tasks such as preparing meals, ensuring children have sufficient rest and organising suitable and inclusive activities for the children are carried out efficiently. However, hygiene procedures are not carried out effectively which potentially compromises children's good health. Most other records, policies and procedures that support the childminder in maintaining children's health and safety are in place. The childminder has a good understanding of child care and learning and development. She holds a National Vocational Qualification at Level 3 and continues to update her knowledge through training such as completing a course in 'Baby Signing' and has identified further training needs such as Special Educational Needs Co-ordinator (SENCO) training as being beneficial to her work.

The childminder has developed good working partnerships with parents and carers. Parents provide information on their child's needs which is shared with the co-minder to ensure a consistent approach to the child's care and development is maintained. Records are kept of children's progress towards the early learning goals and are used to support the planned activities and identify the next steps in children's learning. Although they are made available, parents do not regularly access the information provided.

A particular strength of the provision is the support provided for children with learning difficulties and/or disabilities. Meetings with various professionals regularly take place at the setting enabling all to work together to ensure the well-being of the children. Children are fully integrated and able to participate fully during their time at the setting because the childminder adapts activities and provides additional equipment and one to one support where necessary. This gives children and families a genuine choice to be part of the service provided.

The childminder updates her knowledge of safeguarding issues through training enabling her to respond effectively to any child protection concerns using local authority guidelines. Suitability checks are carried out on all adults who live or work on the premises. This helps to ensure that children are safeguarded. Suitable safety equipment is fitted and risk assessments are carried out. However, the implication on children health from toys and equipment which are not kept in a clean well maintained condition has not been identified through risk assessment and visual checks.

The childminder supports positive outcomes for children through improvements

made to the provision. Issues raised at the previous inspection have been addressed and the childminder has become an accredited childminder and completed a quality assurance scheme. The introduction of Forest Schools activities has had a positive impact on the experiences and learning opportunities provided for the children.

The quality and standards of the early years provision

Children are provided with freshly cooked meals and healthy snacks which they enjoy as evident by clean plates. Children are learning that healthy eating and exercise are good for them and plans to help children learn about the food chain through growing food will build upon this understanding. Safety is managed effectively especially when children are away from the setting and age-appropriate discussions take place to raise children's awareness of keeping themselves safe.

The childminder bases the planning of activities on children's interests and developmental needs. Plans show a wide range of activities are provided which cover the areas of learning and enable children to make good progress in their communication, language and literacy and numeracy. Observation and assessments are carried out which are used to identify the next steps in children's development and any difficulties. The childminder shares information with local schools and nurseries children attend but has not made contact with settings they do not physically visit. This means that the continuity of care for some children is not fully supported.

Children are able to participate in activities which help them make good developmental progress and to gain the benefit of fresh air and exercise. The childminder makes good use of spontaneous events such as a fall of snow to enable children to use first hand experiences in exploring changes in the natural environment. The children were excited by the sight of the snow, eager to go out and play. They dressed up in warm wet weather gear and set off. The childminder was ready to meet their emotional and physical needs for a nice warm drink of cocoa and a cuddle when they returned from the cold.

The provision is well organised with children having time and space to concentrate on activities. Children are able to express their own ideas and to work independently on tasks they have chosen. This enables children to develop their confidence and creativity. For example children complete work themselves and ask for blu-tack to enable them to display their work around the walls. The childminder is on hand to offer suggestion or ask questions which extend children's play and learning further. The childminder supports the development of independence skills, particularly for children who are dependent upon adult support by using suitable equipment to enable children to access activities and encouraging them to learn to manage their own personal care.

Children enjoy stories and songs which help their language development. They respond with pleasure to the stories read, joining in with their own suggestions. The Scarecrow song enabled children to be active and listen to instructions as they followed the rhyme. They are developing speaking and listening skills through the

interaction with the childminder and participation in activities. Children are learning that writing has a meaning they use a variety of mark-making equipment in their play. The childminder is developing the use of 'Baby Sign' language as another form of communication with young children.

Babies are provided with a safe area where they can develop their sense of movement as they lie on the floor reaching for objects around them. They are becoming increasingly dexterous as they handle toys and objects around them. Their individual daily routines are respected; they are able to rest or sleep according to their needs.

Children learn about the wider world using activities and resources which promote diversity. Activities and celebration of festivals and events are included within the educational programme. However, the childminder's knowledge of religions is not extensive and therefore uses other activities rather than religious events to raise children awareness of other culture and beliefs.

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?	3
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?	3
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.