

Inspection report for early years provision

Unique reference number	EY248214
Inspection date	19/03/2009
Inspector	Saida Cummings
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 2003 and lives with her husband, one adult child and one child aged seven years. They live in a residential area situated close to Worcester city centre. There are local shops, parks, playing fields, daycare settings and schools within walking distance. The childminder is able to take and collect children from local schools and daycare settings. Children are taken on local visits and outings. The family has no pets.

The main areas used for childminding are situated on the ground floor, with bathroom and sleeping facilities available on the first floor. There is a fully enclosed rear garden available for outdoor play. The childminder is registered to care for five children at any one time and there are currently two children on roll within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and have established positive relationships with the childminder and her family. Their learning and development are promoted in a friendly and homely environment and the childminder ensures she promotes inclusion throughout the sessions. Children are fully safeguarded and their welfare is promoted in most areas. There are effective partnerships with parents and carers as the childminder ensures they are kept fully informed of their children's care arrangements. Although the childminder has started systems for self-evaluation, these are not yet fully developed to ensure she is able to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system further to ensure priorities for making improvements are identified and implemented in all areas
- develop planning further for individual children by using the observations and assessments to help them move on to the next stage in their development.

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

- conduct a risk assessment to include all areas and outings and ensure this is regularly reviewed (Suitable premises, environment and equipment).

27/04/2009

The leadership and management of the early years provision

Children are able to choose from a wide range of stimulating and interesting resources to instigate their own play. Inclusive practice is promoted as the childminder encourages children's positive self-esteem and adapts activities to ensure all children are able to join in at their own level. Children's confidence and self-esteem are encouraged through everyday activities and routines, such as when young children are encouraged to start feeding themselves. The childminder adapts the available space for different types of play which enables children to make free choices throughout the day. A weekly routine includes regular outings, such as attending local carer and toddler groups which gives children the opportunity to mix with other children of their own age group. The childminder is committed to developing her knowledge and understanding and implements changes in legislation and good practice into the care provided. She has started to develop systems for self-evaluation. However, these are not yet sufficiently developed to ensure priorities for making improvements are identified and implemented in all areas.

Positive relationships with the parents and carers ensure each child's specific welfare and early education needs are met. There are effective systems for gathering relevant information when children first start, such as individual children's routines and what activities they particular enjoy taking part in. The childminder uses this information to help children settle into their new environment and to ensure their specific needs are fully met. Daily information is exchanged through verbal and written communication, which ensures parents and carers are kept fully informed of how their children spend their day. Children's welfare is protected as the childminder has a good understanding of Safeguarding Children procedures. The effective policies and procedures work in practice to safeguard children and promote their health and well-being. Although the childminder has started systems for carrying out risk assessments, these do not include all the required details, such as minimising hazards for children during each type of outing.

The quality and standards of the early years provision

Children's development and learning are stimulated due to the appropriate positive interaction with the childminder. They are helped to learn and develop as the childminder ensures she gets to know each child from her observations and interactions with them and through discussions with their parents and carers. She plans exciting activities which are based around individual children's interests to ensure they are extended and challenged. For example, when children show an interest in vehicles, she provides jigsaw puzzles which show pictures of different vehicles. Children are eager to complete the puzzles, using their problem solving skills to work out which pieces they need for the picture of the car or fire engine to be completed. Space and resources are well organised to enable children to participate enthusiastically in a wide range of interesting activities that meet their play and development needs. Children enjoy the many different activities offered, which include imaginary and creative play, numeracy and building up their

vocabulary through relaxed conversations and their love of books. They enthusiastically choose their favourite books and join in with the well-known stories, pointing to the different characters and anticipating what is going to happen next.

Children have many opportunities to explore and investigate and to extend their creative and imagination skills. For example, they instigate their own imaginative play, joining in with familiar scenarios, such as 'going for a picnic'. The childminder provides appropriate resources to help children extend their imaginative play, such as suggesting a sheet is used as a 'picnic blanket', which the children use for laying out all the play crockery and food onto. Children have regular access to communication, information and technology equipment, such as using interactive musical toys. There are systems in place to observe and assess children's learning and development. This information is used to identify what is required to ensure individual children are given the opportunity to move on to the next stage in their development. The childminder plans activities for all children, providing suitable challenges and respecting individual needs. However, the system is not yet fully developed to ensure every child is given the opportunity to move on to the next stage in their development in all the areas of learning.

Children are aware of their boundaries within the setting and receive praise and encouragement in everything they do. This helps children to develop their positive self-esteem and confidence. Children's health is supported as they enjoy outdoor play experiences and taking part in local visits, such as outings to the local park and feeding the ducks. Children have access to appropriate resources and activities which promote positive images of diversity. The childminder successfully uses everyday routines and activities to ensure children are provided with many opportunities to talk about similarities and differences, and the reasons for these to help them learn to value aspects of their own and other people's lives.

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

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.