

Inspection report for early years provision

Unique reference number	EY248397
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).

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. He lives with his wife, 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. He 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. He 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. He has completed a Quality Assurance award, Growing Together.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children enjoy a broad range of interesting, age-appropriate and enjoyable experiences which help them to develop and learn, within a safe environment. Most procedures are in place to ensure children's welfare is promoted effectively. The childminder has built links with parents and other support agencies which enable partnership working to be effective in supporting children's individual needs. The childminder's practice is inclusive and particularly good provision is made for children who have specific learning difficulties and/or disabilities. 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 childminder works with another registered childminder and assistant to promote the welfare, care and safety of the children. He has recently completed Forest School training which enables him to take the lead in providing exciting outdoor learning opportunities. Good use is made of the local Discovery Centre as a base for many activities. Children benefit from the challenges provided by outdoor play and exploration. They get plenty of fresh air, exercise and the chance to develop skills in using a wide range of tools and equipment in a safe, supervised situation. The childminder has a good understanding of the EYFS. He holds a National Vocational Qualification at Level 3, is an accredited childminder and has completed a quality assurance scheme.

Most records and policies required for the effective management of children's health and safety are in place. However, hygiene procedures are not effectively managed. This potentially compromises children's good health. Children are protected from harm or neglect because the childminder follows Shropshire's Safeguarding Children Board guidelines in relation to child protection and all adults living or working on the premises are vetted to ensure their suitability. Children are well supervised and the premises are secure. However, risk assessments are not used effectively to identify shortfalls in personal hygiene standards and in respect of cleanliness of equipment and toys.

Effective links with parents and carers and other professionals involved in the children's care help ensure a consistent approach to their development is maintained. However, systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends are not fully in place. This means that the continuity of care for some children is not fully supported. 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 well 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.

Information is obtained from parents when minding commences in relation to routines and any other relevant information. This is shared with the co-minder to ensure they are both aware of the needs of all children. 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.

The childminder has evaluated the quality of the provision and identified areas for improvement. Recommendations made at the previous inspection have been addressed.

The quality and standards of the early years provision

Children learn that healthy eating and exercise are good for them. They are well nourished and thoroughly enjoy the freshly cooked meals and healthy snacks they are provided with. Regular exercise is provided in the secure garden which is well equipped with physical play equipment. There is plenty of space for children to run around and be active or use apparatus to support their developing muscle control. Children are able to go outside either in the garden or on Forest School outings in all weathers. They are provided with waterproof clothing so that they can play without fear of getting their clothes wet or muddy.

Activities are inclusive and planned around children's interests and any other events arranged such as outings and Forest School activities. A good range of activities are provided which cover all areas of learning and enable all children to make good progress overall. Observations and assessments are carried out which are used to identify the next steps in children's development and any difficulties or concerns. The childminder uses Forest School activities well to help children acquire new skills and understanding. For example children learn to use tools and equipment safely and appropriately. The childminder provides safe alternatives which enable the children to achieve the desired effect such as using a potato peeler to whittle sticks. Children learn about the natural environment and use natural materials in activities. They made "sticky pictures" using sticks to create the image. The Forest School is effective in promoting children's confidence and self-esteem because they are given challenging yet achievable tasks to do.

Children's communication, language and literacy and numeracy are supported through the good interaction with the childminder and the range of resources provided. Children independently access activities and equipment. Play dough provides good opportunities for children to use their physical skills. They roll and mould the dough into shapes and time is provided for children to play together chatting about what they are doing. Most children are confident talkers, happy to chat with the childminder sharing information from home. The childminder is able to respond and develop children's skill in conversation because he knows the children and families well. Children's language creativity and imagination is encouraged. They listen and participate with enjoyment to stories, songs and rhymes. They sustain attentive listening and they respond with relevant comments, questions and actions.

Babies have their care needs met appropriately, their daily routines are respected and they are provided with activities which are age-appropriate, such as bright interactive toys and treasure baskets which stimulate their curiosity and help them become competent learners.

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.