

Inspection report for early years provision

Unique reference number	EY253655
Inspection date	05/11/2008
Inspector	Ann Webb
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 lives in a house in Bramley close to schools, shops and transport services.

She lives in the home with her husband and their two children aged 16 and 11 years. She is registered on the Early Years and Childcare Register and is currently caring for two children on a part-time basis.

Childminding takes place in the lounge and dining room and there is access to the rear enclosed garden through the kitchen. The childminder is a member of the National Childminding Association, she attends local parent and toddler groups and has links with other childminders in the area.

Overall effectiveness of the early years provision

The childminder provides good opportunities for the children to be actively engaged in a varied and interesting range of learning and development activities which help them to make good progress in their learning and to be fully included. However, there are limited resources which encourage the children to explore recycled and heuristic materials. The childminder effectively plans frequent opportunities for the children to be physically active and have healthy choices in their diet, their safety is given a high consideration in all areas, however, some risk assessments for outings do not have sufficient detail. There are successful partnerships with parents and other providers which ensures that children receive good quality care and education. The childminder has a good capacity for self evaluation and for planning improvements to the provision, she regularly attends training to develop her knowledge and understanding, and effectively identifies areas for further development.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to experience resources of recycled and heuristic materials
- further develop risk assessments for outings.

The leadership and management of the early years provision

The childminder is very well organised and manages her time efficiently ensuring that all records, policies and procedures positively contribute towards the needs of the individual children. All areas, equipment and resources are effectively presented and are safe and accessible for all children. The childminder successfully reviews the effectiveness of her practice through the evaluation and assessment of risks, addressing improvements since the last inspection with regard to some aspects of record keeping and promoting children's welfare. She identifies that the

risk assessments for outings do not always contain sufficient details of possible hazards.

The childminder provides parents with a good amount of written and verbal information regarding the children's care and learning, for example, children's development profiles are regularly shared and parents are able to add their own observations and contributions to their child's progress record. The childminder ensures that she keeps up to date with training which helps to keep the children safe, for example, first, additionally she manages children's health and childhood illnesses effectively to reduce the spread of infection.

The childminder has a good understanding of how to protect the children in her care, she has an up to date understanding of the Local Safeguarding Children Board Procedures and knows how to record and report any concerns. Additionally, the childminder ensures that parents and other providers are kept informed of children's individual needs to ensure that they receive consistency in their care and learning.

The quality and standards of the early years provision

The childminder supports the children's learning very well, she ensures that the environment is interesting and exciting and entices the children to explore and investigate all activities both indoors and outdoor. For example, the children enthusiastically cheer and laugh as the play tent is put up. They eagerly take their dolls and teddy bears inside preparing to have a picnic, they direct their own play and assume roles making cups of tea for their toys.

The children's individual interests and learning needs are clearly identified by the childminder, she uses this information to plan a varied range of play and learning opportunities. Younger children happily sit close by the childminder to look at a book, they make good attempts to name familiar animals and objects and the childminder skilfully extends this activity to include new words which support the children's emerging language skills.

The childminder is confident in helping the children to progress, she tracks the children's development well identifying their next steps in learning through clear and evaluative observations, which are linked clearly to the early learning goals. She involves parents in all aspects of their children's care and learning and consequently the children progress successfully.

The children develop a good understanding of how to be safe, they join in with emergency evacuations and follow road safety advice. They are beginning to contribute towards their own care needs, for example, hand washing and putting on their own clothing. They develop good independence skills and are able to confidently make their needs known. Additionally, there are good opportunities for the children to be physically active and to have fresh air and exercise, they ride tricycles in the garden and visit the park for walks and ball games.

The children express themselves creatively, for example, during art and craft and

painting, additionally they access a good range of toys and resources. However, there are limited opportunities for them to explore recycled and heuristic materials. The children are happy and comfortable in their surroundings, they behave well and have a warm and loving relationship with their peers and with the childminder. They are beginning to understand about sharing and taking turns and respond well to the clear guidance and consistent attention they receive from the childminder.

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
---	-----

The provider confirms that the requirements of the voluntary 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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage General Welfare Requirements.

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.