

Inspection report for early years provision

Unique reference number	EY262725
Inspection date	16/07/2009
Inspector	Lynne Kathleen Talbot
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 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 August 2003. She works with another registered childminder and care takes place in the other childminders home in Flitwick, Bedfordshire. Both childminders have equal responsibility for the childminding practice. The playroom and one other room on the ground floor, plus bathroom facilities on the first floor, are used for childminding. There is a fully enclosed garden for outside play. Access to the registered premises is via a single step.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide five places for children when working alone or 11 places when working with a co-childminder. Currently there are eight children attending part-time, four of whom are within the Early Years Foundation Stage (EYFS).

Three children attend other settings such as the early years unit of the local primary school or local pre-schools. The childminder is able to provide care for children with learning difficulties and/or disabilities and those for whom English is an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides extremely well for children within EYFS ensuring that each child is fully included and making very good progress. They are engaged with activities that take into account each child's stage of development. The provider uses particularly robust systems for assessing risk and safeguarding children. Self-evaluation is established with the childminder continually implementing changes to further improve outcomes for children. A good partnership with parents ensures that each child's care needs are met.

What steps need to be taken to improve provision further?

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

- identify an initial starting point for children's learning that involves parental input; use the observations and assessment to identify next steps for learning which feed into the planning
- develop links with all other settings providing for children in the EYFS.

The leadership and management of the early years provision

Detailed policies and procedures promote the welfare of children. The childminder has an excellent understanding of issues relating to safeguarding ensuring that she attends regular training. She extends her knowledge by completing training such

as EYFS observation and planning, food safety and risk assessment. She also holds a Level 3 certificate in childminding practice and has attended many other short courses; this promotes continued development. The childminder uses methods for self-evaluation such as questionnaires and reviews her ongoing systems for observation. She has established a written self-evaluation document to continue development. Methods to work with parents include newsletters, text messaging and inviting parents to review the children's learning journeys. However, at this time there is no system for parents to contribute to the learning processes. Personal folders are used showing observations and assessments, ongoing progression and some evaluation of activities undertaken. Links with other settings are not yet fully established. At this time, the sharing of children's development is not taking place meaning that the childminder is limited in the additional support she is able to offer children in their overall development and progression.

In-depth daily and ongoing risk assessments for the home are completed and all outings undertaken thoroughly assessed. Extra precautionary measures include the visit by the fire service to advise and fit smoke detectors and the very well equipped 'emergency bag' which is maintained to use in the event of evacuation and to be taken on all outings. The setting and resources are extremely well-organised to ensure that children are able to self-select materials from labelled boxes to initiate learning. The very large playroom is particularly inviting offering space and materials for children to explore and become independent. The childminder is committed to ensuring that her practice is inclusive for all children and fully supports their emerging knowledge and interest in the world around them. For instance, they visit local parks and woodlands, safari parks and farms, as well as local facilities such as the library for books and technology. Children explore festivals such as St Patrick's Day and discuss 'inspirational people and events' learning about the world around them using newspapers and photographs which are in a scrapbook.

The quality and standards of the early years provision

Children are offered an inventive range of activities that support them in making good progress across all areas of learning. Individual learning plans, using tracker books as well as portfolios, are completed with spontaneous observations, photographs and samples of work. Planning is developed taking into account children's current interests such as the planned trip to the Butterfly Park to look at the lifecycle of the butterfly and link into popular story books. However, there is no baseline assessment which means that progression is not assessed from children's own starting point and the assessments are not fully identifying next steps in order to feed the planning. This means that children's interests may not be fully utilised for them to reach their full potential

Children have ample opportunities to use technology. They use the laptop computer, remote control equipment, audio books and reader systems, and thoroughly enjoy visiting the library to access the computer systems. Children link sounds and letters at every opportunity, for example, when doing puzzles they identify letters and name other words that start with the same letters. They show an avid interest in stories, reading and enjoying books and puzzles side-by-side

offering each other pieces and working collaboratively. Children enjoy physical learning outdoors. They use publications with the childminder to explore wildlife and nature, take part in 'searches' in the park to find named objects, and seek wildlife in the garden. When finding an ants nest children show great interest in the way they are built and when finding a frog they make a 'mini pond' to form a home for the frog. They eagerly participate in play in the park using the 'sports bag' equipped with a parachute, bean bags, cricket and many other activities. Planned learning activities outdoors offer children the chance to fully explore their physical capabilities and develop confidence.

Children sing and make music together using percussion and electronic instruments. They show very good self-esteem as they operate puppets singing popular songs together and encouraging each other. Their social development is advanced and they show great cooperation when playing, tidying away before lunch, cleaning the table together, expressing thanks spontaneously for their food and discussing the rights and wrongs of telling lies when reading a well-known story book. Children count readily recognising numbers easily. They use number in everyday situations such as taking a trip on the train to the cinema and using timetables for trains and counting stops before their station. They complete everyday tasks such as using the postal service when they develop cards to send to their parents, writing on the envelopes and sticking stamps on before posting them.

Children thrive, maintaining health, understanding safety and developing excellent social awareness because they are in a supportive environment. Children have an excellent awareness of the world around them. They explore and use languages including Spanish, French, Afrikaans and some words in Zulu. Children avidly discuss the different languages pointing to written labels in the playroom and asking for new words. They play with dolls learning about wheelchairs, callipers, hearing aids and other support for people with a disability in their daily life. Games, books and interactive games further support this learning. They also explore some non-verbal communication. Children take a full part in healthy eating and help to devise menus for the week. They plant vegetables in the garden including potatoes and peppers, as well as completing some basic preparation of foods for meals. Each day they choose from a selection of vegetables as well as a large platter of raw vegetables and salad items to promote their developing palate. Together with physical opportunities this supports their developing health. Children take part in emergency evacuation and discuss the displayed posters with the childminder. They understand that they need to be safe on the roads and wear wrist bands and/or high visibility waistcoats to learn about the principles of being safe outdoors. Children are becoming very self-confident developing all the attributes they need to support them in their future 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?	1
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?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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