

Inspection report for early years provision

Unique reference number	EY292534
Inspection date	15/06/2009
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 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 for five years and is currently caring for five children all of whom are in the early years age range. She is registered on the Early Years Register, compulsory Childcare and voluntary Childcare Registers. All of the ground floor is used for childminding and there is a rear garden for outdoor play. The childminder lives with her husband, who is also an occasional assistant and two daughters aged five years old and three years old. The family have a cat. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the provision is good. Good evaluation systems supports the childminder's capacity for self improvement and she acts promptly to address any areas of perceived weakness. For example, some details in the children's development records are not fully linked to the Early Years Foundation Stage and the childminder has identified this as an area for further development. The childminder reflects positively and effectively on the service she provides and therefore the children progress well in all areas of learning and development. They benefit from the childminder's ability to communicate well with parents, which ensures that the individual needs of the children are met successfully, however, links with other providers are not fully established. Her knowledge of children's individual needs contributes effectively towards their all round welfare, well-being and self confidence.

What steps need to be taken to improve provision further?

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

- obtain information from parents about what the children know and can do when they first attend
- continue to develop links with other providers to ensure the consistency of care and learning for children
- ensure that observations of the children's development are linked to the Early Years Foundation Stage.

The leadership and management of the early years provision

The childminder is very well organised and maintains all the required records and documents in a well ordered, accessible manner. For example, children's individual diaries, attendance and medical records. Her understanding of the Early Years Foundation Stage is secure and all requirements are fully met. Safety is given a high priority and comprehensive risk assessments fully identify all hazards to children both indoors and outdoors. Additionally, the childminder has a good understanding of the Local Safeguarding Children's Board procedures and knows how to record and report any concerns.

As part of self evaluation, the childminder annually audits her provision, seeks verbal and written feedback from parents and children and completes a self evaluative process. This enables her to effectively identify some areas of perceived weaknesses, for example, links with other providers and collecting information about what the children know and can do when they first attend. She continues to access training in order to enhance her understanding of child development, such as obtaining a level 3 in childcare and implementing the recommendation from her last inspection to ensure that children use their senses during play.

Most of the individual needs of the children are clearly identified and the childminder works in partnership with parents to meet all the children's care and learning needs. However, information about what the children know and can do when they first attend is limited. Relationships with parents are well established and professionally maintained, for example, through written contracts, clear policies and procedures and displayed information.

The quality and standards of the early years provision

The children are well supported in their learning and access a very good range of resources and activities, which leads them to actively explore their environment. The younger children's early language skills are extended through relaxed conversations and good opportunities to mimic and repeat sounds of familiar words. Whilst browsing books, they are stimulated to point out familiar animals, sound out their names and attempt to make animal sounds. Their physical skills are developing well with regular opportunities to be outdoors, using large play equipment.

Through flexible routines and procedures they learn well about healthy eating, being safe and making a positive contribution. For example, they make a mobile of fruit and vegetables, which they link to a book they are reading. Additionally, they participate in emergency evacuations and follow road safety advice during outings. The children are beginning to understand about the community in which they live and celebrate traditions and cultures other than their own, for example, Chinese New Year. They access a good range of resources, which reflects positive images of race, gender and disability.

During everyday play, the children become familiar with number and counting through games, fingers, toys, songs and rhymes. They develop the skills needed to make marks, such as painting and drawing and younger children using their fingers to make marks with lentils and rice. Some formative links with other providers are in place, however, these do not yet fully support a consistent approach to the children's care and learning.

The childminder uses observations of the children's development to plan for the next steps in their learning. She supports her observations with photographs and written captions, however, these observations do not fully link to the Early Years Foundation Stage.

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

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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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