

Inspection report for early years provision

Unique reference number	EY294887
Inspection date	23/03/2009
Inspector	Yvonne Layton
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 2004. He is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. The childminder works alongside his wife who is also a registered childminder at the same address. Both childminder's have equal responsibility for the childminding practice. Together they can care for a maximum of eight children. Currently between them they are caring for 11 children under eight years, five of whom are in the early years age group. They live with their two adult children and one school age child in a house in Mansfield, Nottinghamshire. The children have access to all of the ground floor of the property and the bathroom is on the first floor. There is an enclosed garden available for outside play. Access to the home is via a small step to the front door. The childminder walks and drives to take children to and from school and undertake outings. The family have a dog.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder and his co-worker provide a happy, welcoming environment, in which children's welfare is successfully promoted. However, some required documentation is not in place or some require amendments. All children make good progress in their learning and development. There are particularly impressive systems in place to ensure inclusive practice is promoted for all children in the setting. The childminder has a very good knowledge of individual children and the needs of all children are met through recognising and supporting their uniqueness. Effective links with parents and other settings help to build positive relationships and ensure consistency in care and education. The childminder and his co-childminder continue to reflect on their practice therefore continuous improvement is promoted. As a result the childminder is effective in meeting the learning and welfare needs of the children in the Early Years Foundation Stage (EYFS).

What steps need to be taken to improve provision further?

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

- review the written permission for the administration of non-prescribed medicine to include health reasons for doing so
- obtain written permission for children to take part in outings.

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

- keep a record of the risk assessment identifying aspects of the environment that need to be checked on a regular basis, (Suitable premises, environment and equipment).

13/04/2009

The leadership and management of the early years provision

Children are cared for by a childminder who is knowledgeable of the Early Years Foundation Stage and conversant in implementing all aspects of the learning and development elements of the EYFS. He provides a stimulating, welcoming and child-focused environment. Areas of learning are met through a range of planned, themed, free-choice and child-led activities, children are enabled to use their own initiative to explore and experiment in their play. The childminder and his co-worker are pro-active to support the children in their personal development to reach their potential. Children are consistently challenged to extend their learning through the childminder using an extensive range of vocabulary, open-ended questions and challenging children to think and reason for themselves. The childminder and co-worker work together both informally daily and with fortnightly meetings to identify each child's progress, achievements and their next steps. The quality of children's care, learning and development is enhanced by the childminder and his co-worker's ongoing reflection of their practice and evaluation of the provision. The capacity to make ongoing improvement is strong. The recommendations from the last inspection have been met.

The childminder maintains a robust visual risk assessment of the home and on outings. Most required documentation is in place and is appropriately maintained. However, the required written risk assessment is not in place. Consent for non-prescribed medication does not contain the identified health reasons for administration and consent for outings is not in place. Children are well safeguarded as the childminder has sound knowledge of safeguarding children procedures and clear understanding of his responsibility.

Children are supported individually to achieve well and have their welfare needs met as the childminder works very closely with parents both through written information and by daily discussions. The individuality of children is extremely valued and very well-respected. The childminder promotes and encourages children to make their own choices and responds very positively to their interests and ideas. Inclusive practice is a major focus of the setting and excellently promoted. Each child's heritage is explored and honoured as they enjoy associated activities linked to each individual child. This includes identification of the national flags and activities relating to the countries, cultures, and traditions. Children enjoy looking at their extended family backgrounds and research other countries by using a globe and world maps. Children with learning disabilities and/or difficulties are enabled to progress as the childminder undertakes research on the internet to provide specific activities relating to their needs.

The quality and standards of the early years provision

The childminder is keen to provide children with a positive experience and a sound base to support their learning. They are happy in the setting. Interactions are good. Children enjoy purposeful play through a range of planned, unplanned and child-led activities which ensures that they make good progress towards the early

learning goals. Daily routine, learning through play and outings to local amenities are used to promote their learning. The childminder effectively links and integrates activities. Consequently all six areas of learning are met. For example, during a free-choice activity the children are encouraged to count and identify colour. This is progressed by them undertaking calculations. Children are actively involved in learning about health as they undertake activities such as baking, food tasting and talking about food, where it is from and if it is a healthy option. Children are able to practice their communication skills with activities such as using a compact disc containing varied vocabulary and the childminder using a specific teaching 'fun' method for phonics. Children explore and experiment within a wide variety of activities and themes including, each season different activities are undertaken for children to identify the changes of season. For example in the autumn the children explore the changes in the trees, collect leaves and twigs and used them in craft activities. In the summer children seek out different flowers and in the winter they look at the changes in fauna and build snowmen. Daily outings and activities enhance children's physical skills and they learn about the world around them as they visit various children's amenities and parks. They enjoy bicycle rides and visits to activity parks. All children are included and the childminder pro-actively works with individual children to enhance their development and emotional and social skills both within groups and individually. He is extremely alert to individual children's circumstances and personalities and provides support and encouragement to them. Children have a sense of self-worth as they follow the childminder's behaviour boundaries and respond positively to his involving them with appropriate jobs and helping each other. Children learn respect for themselves and others as the childminder seeks explanations for poor behaviour and encourages them to consider why certain behaviour is not acceptable. Each children is included in a 'Star of the Week' where children receive points for being kind, trying food and helping each other. The childminder is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing good sense of self and belonging to a wider family group.

Children's health and safety is well-promoted. The childminder has effective hygiene policies, procedures and routines, including discussions with the children about personal care. Children learn about food and nutrition as the childminder provides a varied diet. Herbs and spices are used to provide different taste and support healthy eating. For example, the childminder uses garlic to replace salt in cooking. Children are protected and their welfare supported as the childminder has established safety routines and equipment to protect them both in the home and outside. Children are learning about personal safety as when walking to and from school the childminder designates a child to be 'responsible' for road safety, the other children check and remind the 'responsible' child on procedures. For example, if a child acts silly then other children remind them about keeping safe when crossing the road. They are protected in an emergency situation as fire evacuation procedures and regular evacuation drills are practised.

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?	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
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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 that required provider to take any action 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.