

Inspection report for early years provision

Unique reference number	EY295651
Inspection date	10/03/2009
Inspector	Lynn Masterman
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2004. She lives with her partner and two children aged six and eight years old. The family live in a small village near Newark. The premises can be easily accessed and the whole of the ground floor, and toilet facilities on the first floor, are to be used for childminding. There is a fully enclosed outdoor play area to the rear of the premises. Care is offered Monday to Friday all year round. The childminder is a member of the National Childminding Association.

The childminder is registered to care for four children at any one time. There are currently eleven children on roll, of which, ten are under five years. She also offers care to children over five years. The provision is registered on the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and confident. Good learning opportunities through play and positive interaction from the childminder help the children to make rapid progress in all areas of their learning. However, the use of observation and assessment, and the information gathered from other care settings to further enhance children's learning is not sufficiently explored. The childminder supports a totally inclusive environment and works effectively with parents to ensure the children's individual needs are successfully met. The childminder has a strong commitment to improvement and consistently evaluates her daily practice.

What steps need to be taken to improve provision further?

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

- develop further children's assessment records to clearly show the next stage of children's learning
- build upon the links established with other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

Children's learning is effectively promoted because the childminder has a good understanding of child development and a growing awareness of Early Years Foundation Stage framework. All activities show how the intended learning opportunities for children will be met through the effective use of play resources and good questioning techniques. Regular discussions with parents provide the opportunity to share any concerns about their children's progress and identify areas of their children's learning, which they feel may need additional support. The childminder has very secure knowledge of how the next steps in children's learning will be promoted. However, the systems in place, such as the children's

observations and assessment records lack sufficient detail to clearly identify the next step in children's learning. The childminder is beginning to work in partnership with other care settings who deliver the Early Years Foundation Stage. However, this is in its infancy and the childminder recognises more could be done to ensure continuity in the children's learning and care.

Children are safeguarded and their welfare is protected through a good and varied range of policies and procedures. Children's safety is given a high priority and the use of detailed risk assessments, which are personalised to the setting, ensure children's safety. For example, the childminder has a retractable gate across the driveway to ensure children's safety whilst waiting to get in the car and unknown persons cannot enter the premises. Outings are well planned and children's age and stage of development is given careful consideration. For example, the childminder has a seating plan to ensure children are seated appropriately in the car according to their age and can be observed at all times. She has a list of planned activities, which children can actively participate in during the journey. The childminder has secure knowledge of the signs of potential abuse and the procedures to be followed to ensure children are fully safeguarded. All persons living in the household are appropriately vetted.

The childminder makes good use of the statutory guidance for the foundation stage, personal reading and training opportunities to enhance her practice. She has a strong commitment to continuous improvement. All recommendations made at the last inspection have been addressed and successfully implemented to promote good outcomes for children.

The quality and standards of the early years provision

Children have developed a warm and affectionate relationship with the childminder. She has an extremely soothing manner and children clearly thrive on the close and trusting relationship. The childminder actively promotes an inclusive environment. Children are beginning to develop an awareness of diversity and learn about others as they explore similarities and differences within their peer group. One of the parents of the children in her care celebrates Diwali so they talk about the 'Festival of Light' and its meaning. The childminder and the children visit the family at home and join in their celebrations. The childminder and the parent plan a range of activities to help the children to develop their awareness of the festival. For example, the children taste and explore different foods. They have different coloured bindes painted on their foreheads, and learn about how the different colours indicate good health, wealth and happiness. Their learning about other members of the community is further extended as they have picnics in the childminder's caravan and talk about the travelling community and how they live in caravans.

The development of children's communication, language and literacy is given a high priority. For example, the childminder routinely informs parents of the new words she has introduced. The children see words written in different languages and begin to recognise their own name as all children use self-registration. Children enjoy building towers and the childminder asks the children 'shall we put

the bricks in the top or on the bottom and how many bricks do you think we might need?' Together they count the number of bricks. The childminder asks the children 'do you think the tower is bigger now?' They name familiar colours such as red, blue and green. The childminder helps the children to colour match and links the colours to the children's clothes. They show curiosity as they turn the bricks around in different ways. Children love to explore the environment. They talk about the snow and how it feels cold and soft to touch. They make snow patterns and talk about how the ice melts when the sun shines. Their learning is further extended as they draw snow flakes and talk about the number of points on the snow flakes. The children use the snow flakes as a game and hide them in garden.

Children's health, well-being and safety are successfully promoted through play. They are beginning to be aware of their own safety. For example, simple house rules are written for older children and are in the form of pictures to help younger children understand acceptable behaviour in the home. Children know the importance of having a healthy diet and taking regular exercise. They plant vegetables, such as leeks and tomatoes. They help to wash and prepare the vegetables to make soup. The children love to be outside in the fresh air. The childminder talks to the children about how running around can make us feel hot and how this keeps our bodies healthy but if we feel tired and we need to take a rest we can sit on the bench.

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.

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.