

Inspection report for early years provision

Unique reference number	EY309451
Inspection date	27/07/2009
Inspector	Sharon Waterfall
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 since 2005 and she lives with her husband and two children in a detached house in Wisbech. The childminder's mother also lives in a separate area on the premises. The ground floor of the home is used for childminding, children have access to the conservatory area, lounge, kitchen, toilet and garden. The house is within walking distance of the town centre and local amenities. The family has two dogs and a cat.

The childminder is registered to care for six children at any one time. There are currently six children attending who are within the Early Years Foundation Stage (EYFS), some of whom, attend on a part-time basis. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is accredited to provide funded education and is an active member of the local childminding group. She is a member of the National Childminding Association and the local childminding group.

Overall effectiveness of the early years provision

The quality of the provision overall is good. The childminder has a secure understanding of child development and how young children learn. She has actively implemented the EYFS to ensure children make good progress in their learning and development. Positive strategies are in place to keep parents informed, including sharing a daily diary and the children's learning journals ensuring a consistency of care and meets individual children's needs. Self-evaluation processes include support from advisory agencies and ongoing training, adaptations and changes make positive impacts on children's care and learning.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment takes account of the specific nature of the outings undertaken and fully assesses those risks
- improve the use of the information gained through observations to plan more individualised next steps in children's learning.

The leadership and management of the early years provision

Children's welfare is safeguarded as the childminder has attended relevant training securing her knowledge and awareness relating to child protection issues. This includes how to identify concerns and the required procedures for reporting them correctly. The childminder undertakes risk assessments for the premises and this

includes identified risks and how they have been resolved. The risk assessments for the garden and outings are not as detailed and list hazards or items taken on outings rather than evaluating the level of any risks and how they are minimised, meaning the process is not thoroughly effective. Their health and welfare are promoted as required permissions are in place regarding medication, seeking of emergency treatment and a sick children's policy is shared with parents. All documentation is well organised, accessible and efficiently maintains the provision to meet children's needs. Self-evaluation is an ongoing process using advice from development workers, ideas and new information from continual training courses and reflecting on enhancing the learning for children. For example, wet weather ponchos have been purchased to enable children to access outdoor play all year round.

All children are included and they are respected for their individuality, activities are adapted to ensure that varying ages of children can gain new experiences and have fun. This encourages children to settle quickly and be interested in their learning. Children's home languages and cultures are valued and respected enabling them to feel secure and all children make good progress. In addition, a varying range of cultural festivals are celebrated and accessible resources promote knowledge and understanding of diversity, encouraging children to talk about their own and other peoples lives.

Information is shared with parents through a two-way communication process, which ensures that updated information is known and used to support children's care. They receive policies and procedures relating to the expectations of the care provided. Information is sought from them regarding their children's development when they start and is used effectively to support continued care, they are encouraged to be involved within the observation and assessment processes.

The quality and standards of the early years provision

The childminder is part of an effective network group who support each other in planning a range of activities within interesting themes, based on children's interests and taking into account seasons of the year, local community opportunities and a range of festivals and celebrations. Additional activities are planned that are individual to the children she cares for ensuring their needs are met. These have included watching chicks hatch, looking at sculptures in a local wood, visiting the local library and attending a music group. The variation in activities ensures that they cover all six areas of learning and the childminder differentiates them to ensure suitability for all ages of children. Observations of the children are completed regularly and she is using the information gained to develop next steps in children's learning, at times these can relate more to the activity rather than the expectations within the areas of learning.

The children are observed to be very confident in moving around the premises and accessing the wide range of resources available to them. They are keen to play and interact well, plotting characters for role play or looking at books together. Some of the activities are broad and give children multiple learning opportunities, such as the 'Measles Game', where children count the numbers on the dice and

place the same number of spots on a face, the children also talk about what it is like to feel unwell and what they can do to prevent it, such as washing their hands. They engaged in hospital role play and have had a visit from a nurse to talk about being healthy. A range of healthy meals, snacks and regular outdoor physical play ensure the children are learning the importance of a healthy lifestyle and how to achieve this. The sick children's policy is shared with parents and information regarding current health issues has been shared ensuring practices and procedures limit the spread of infection, promoting children's health and welfare.

Children are learning about communication through a variety of means, younger children mark make through drawing and painting and use 'Baby Sign' to support their developing verbal language to make their needs known and join in with activities and songs. The pre-school aged children that are showing an interest are being supported in learning to form recognisable letters and learning initial letter sounds. When out walking in the locality they also try to identify letters on street signs and car number plates. The children enjoy looking at books at the library and during inspection a book with props such as magnets and stickers retains children's attention and enables them to actively join in with the storyline. Language is developed as the children are constantly engaged in discussion either with the childminder or with their peers. The childminder asks open ended questions to encourage children to think, reason and problem solve and to enable them to explain their thoughts, such as asking 'What do you think will happen if....?', this helps to develop their interest in learning and curiosity.

Trusting relationships are built as the childminder spends time directly playing with the children and listening to their ideas and opinions. She discusses their emotions with them, what makes them happy and sad and how they make others happy or sad. Within the daily routines and activities the children learn about acceptable social skills and behaviours, such as listening to others, taking turns and sharing. They learn to respect themselves and others as many activities are provided that enables them to develop positive attitudes to diversity.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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