

Inspection report for early years provision

Unique reference number	EY316812
Inspection date	04/03/2009
Inspector	Janette Elizabeth Owen
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 2005. She lives with her husband and one child aged 10 years in Plox Green, Shropshire. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed area for outside play. She has a dog and cat as pets.

The childminder works with two other registered childminders. She is registered to care for a maximum of six children under eight years at any one time, when working alone of whom no more than three may be in the early years age group. When working with another registered childminder, she is registered for a maximum of eight children under eight years; of whom no more than six may be in the early years age range. There are currently 15 minded children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and pre-schools. She is a member of the National Childminding Association and the Shropshire Childminding Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's learning is very well supported, they are provided with a varied range of activities which cover all areas of learning enabling children to make good progress overall. Most arrangements to promote children's welfare are implemented effectively with high regard given to promoting children's good health. The childminder has a good relationship with parents which enable her to be supportive and provide a consistent level of care to the children. Partnerships with other agencies and practitioners are generally good. The practice is inclusive, the childminder has experience of caring for children who have disabilities and/or learning difficulties, enabling her to provide good support when required. The childminder has carried out an evaluation of the provision, resulting in identified steps to be taken to improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends.

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

- ensure that the premises and equipment is organised in a way that meets the needs of children, this

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specifically refers to space requirements (Suitable premises, environment and equipment)

The leadership and management of the early years provision

The organisation of the childminding provision is generally well managed. The childminder works well with her co-minders to support children's welfare, care and safety. However, the ineffective use of space hampers children's scope for free movement and well spread activities. The outside play space is regularly used and provides good opportunities for children to be physically active and learn about the natural world around them.

The childminder has a strong commitment to training and continues to update her knowledge and professional development. This has a beneficial impact on the quality of care children receive. Children's admission records are well maintained. The childminder uses some written policies and procedures to ensure there is a consistency in work practices and to provide information to parents. Information on children's care routines and stage of development is obtained when minding commences. This information is used to enable the childminder to plan for children's individual care and learning needs. The childminders work together to plan a range of activities and experiences which can be adapted to suit children's individual requirements taking into account their interests and abilities. Observations and assessments of the progress children are making are recorded in the children's profiles. The information gathered is used to influence the planning so that the next steps in children's learning can be addressed and to provide information to parents on their child's progress. There are good systems in place to ensure a two-way flow of information between parents and setting. The childminder knows where to get advice and help to ensure children's needs for additional support is effectively managed. Links with other settings delivering the Early Years Foundation Stage (EYFS) are not fully in place. This means that a consistent approach to the child's development is not fully implemented for all children.

Children's good health is very well managed. Freshly prepared, healthy meals are provided daily and individual diets are catered for. Children are well nourished and their individual dietary needs respected. Local Safeguarding Children Board guidelines are followed in relation to child protection issues. Vetting procedures ensure that other childminders and household embers are suitable to have contact with children. This promotes their safety. Children's safety within the home and on outings is maintained because the childminder conducts regular risk assessments and has fitted safety equipment where required.

The childminder has worked together with her co-minders to evaluate the quality of the setting and to identify areas for improvement. However, the evaluation has not been fully effective in identifying the weaknesses referred to in the report. Previous recommendations to improve the safety of the children have been addressed effectively.

The quality and standards of the early years provision

Children's welfare, learning and development are promoted effectively with high regard given to developing children's understanding of healthy lifestyles. Children are active, engaging in physical activity indoors and out such as 'Sticky kids' exercise sessions and walks in the countryside. The childminder talks to children about the benefits of healthy exercise and healthy eating. They are learning to adopt healthy habits such as hand washing as part of daily routines. 'Circle time' and snack time are used to discuss many issues with the children. These include chats about behaviour, personal hygiene and healthy eating, also keeping safe and not talking to strangers. Children are learning to keep themselves safe and well.

Good quality resources are provided and maintained in a clean and safe condition. Children are able to develop their independence as they make choices about what they choose to play with. Books are a favourite and children enjoy sharing them with each other or listening to a story read by the childminder. Visits to the local library are used to develop children's enjoyment, as they choose books to take back to the setting. The childminder is able to adapt activities to ensure all children are able to participate. For example, toys and activities are set up at a level all children can access.

Children's individual interests are considered when activities are planned. The childminder knows each child well and plans an enjoyable and challenging range of experiences across the areas of learning. Observations and assessments of children's progress are used by the childminder to enable her to fill any gaps with adult directed activities which have a specific learning intention. Child-initiated activities such as role play and construction, enable children to act out their experiences, to play co-operatively and develop their imaginative and creative play. Children's attention is captured using resources such as song sacks. Children enjoy singing activities and offer suggestions for songs from their extensive repertoire joining in enthusiastically. Activities to develop children's communication, language and literacy and understanding of numeracy are supported well. The interaction with the childminder extends children's learning through the use of questions to help children think for themselves and by modelling language and introducing new words. Displays around the room show that children are able to be creative and use mark making materials to express themselves.

Activities based on some religious events, traditions and celebrations raise children's awareness of the wider world. Children use resources in their play with promote positive images of diversity. They learn about the natural world around them and the community they live in on outings and visits.

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.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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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