

Inspection report for early years provision

Unique reference number	EY320106
Inspection date	10/06/2009
Inspector	Paula Fretwell
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).

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 lives with her husband and 13 year old son. The home is situated close to the city centre, local shops, schools and parks. Motorway networks are within close proximity. The ground floor only is used for caring for children and there is a fully enclosed garden for outdoor play. The childminder is a qualified nursery nurse.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register. The childminder is registered to care for a maximum of four children under eight years, and is currently minding four children in the early years age group.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a welcoming environment which provides good facilities to support their individual welfare, learning and development. The childminder understands the Early Years Foundation Stage framework and she uses this very well to ensure that each child's individual needs are met. Partnership with parents and carers supports children's welfare and development and the childminder ensures parents are kept informed about relevant everyday matters. Systems are being developed to monitor and evaluate the quality of the provision and the childminder works hard to ensure children receive high standards of care and education. The recommendations from the last inspection have all been fully addressed.

What steps need to be taken to improve provision further?

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

- continue to develop ways to evaluate and monitor the quality of the provision
- continue to develop partnerships with parents and ways to share records of their children's achievements with them.

The leadership and management of the early years provision

All required documentation, including comprehensive policies and procedures are in place and underpin the childminder's practice, clearly illustrating how children's individual welfare, learning and development needs are met. The childminder is very aware of her strengths and areas to improve and is beginning to evaluate her practice by developing systems, such as parent questionnaires, to help her with this. The childminder recognises that each child is unique and she offers personalised care based upon their individual preferences, abilities and interests.

The childminder has a strong commitment to inclusive practice and she knows each child in her care very well enabling her to provide individual challenges for their needs. Information is discussed with parents before children start at the setting, and the childminder regularly observes and records their ongoing progress, highlighting the next steps in their development. Parents are encouraged to discuss their child's progress at any time, although there are no systems in place for them to contribute to their development records. Secure and trusting relationships are in place with every child so that they feel settled, valued and confident and this forms a strong basis for them to learn and develop.

Secure arrangements for safeguarding children are in place. The childminder has a good knowledge and understanding of how to identify signs of abuse and neglect, with clear procedures in place to ensure children's welfare is maintained at all times. Parents are aware of the well-written policy and procedures in place for safeguarding their children. Visitors to the setting are carefully monitored and supervised and their details are recorded in a signing in book.

The quality and standards of the early years provision

Children are happy and busy in the childminder's care and they make good progress in all areas of their learning. A varied range of activities is provided, taking into account what children know and can do and the childminder manages children's mixed abilities well. For example, older children enjoy looking at a story book with finger puppets whilst younger children look at simple picture books. There is a lovely rapport between the childminder and each child and she interacts positively with them to extend their learning through play. Skilled questioning and conversation with children as they play encourages them to think and develop new vocabulary. For example, the childminder talks to children about their various pets and helps them to recall recent events as they look at photographs in their files. Children make worms in the play dough and they discuss where worms like to live. The childminder ensures children feel they are valued by actively listening to what they say and promptly responding to their needs.

Children are independent and they make decisions about their play and welfare. The childminder consults children about all aspects of their care and well-being. For example, she explains that the inspection is happening and asks their permission for the inspector to look at their special progress books. She involves them in helping with the daily routine, such as wiping the table before snack and they chat about why this is important. Opportunities to develop children's social and physical skills are well planned through attending regular local groups and soft play centres. Children use their imaginations very well as they make 'lunch' for the childminder and she praises their 'cooking' as she pretends to eat the play food. Children use imaginary microphones and they sing and dance spontaneously. Children proudly show off their art work as they draw on paper and talk about what they are drawing.

Children's health and hygiene is given high priority and there are effective systems in place to prevent the spread of infection. For example, good discussion takes place when hand washing, and children say that if 'germs and nasties get into your

tummy you might be ill'. Anti-bacterial solution is used to clean surfaces and disposable gloves and aprons are used for each nappy change. Children enjoy a wide range of healthy snacks, such as grapes and bananas and drinks are always accessible. Menus are available for parents to see, and the childminder ensures each child's individual dietary needs are met, promoting healthy eating with plenty of fresh fruit. Children are very safe and secure because the childminder completes risk assessments and she is aware of all hazards in and around the home. Children learn about keeping themselves safe, such as through practising fire drills and the childminder gives gentle reminders about everyday safety. For example, children are reminded not to spin around indoors because they might become dizzy and fall over. Children visit the fire station to help them understand about fire safety. Children's behaviour is good and positive strategies are used to encourage them to share and play co-operatively, with plenty of positive praise and encouragement. The childminder distracts very young children to divert any unwanted behaviour or gives simple explanations if behaviour is unacceptable. Children use lovely manners unprompted in their interaction with others, saying please and thank you where appropriate. Children show care and concern for their peers and they enjoy each others company.

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?	3
How well does the setting work in partnership with parents and others?	3
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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