

Inspection report for early years provision

Unique reference number	EY331644
Inspection date	18/06/2009
Inspector	Adelaide Griffith
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 2006. She works with another registered childminder and minds from her co-childminder's house. The co-childminder's husband and one adult child live at the property. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden for outside play. The co-childminder has a rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom, no more than one may be in the early years age range. Together the childminders may care for a maximum of nine children. Currently they are caring for four children in the early years age group between them. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder takes and collects children from local schools. She attends several groups on a regular basis. Both childminders have equal responsibility for the childminding practice.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder and her co-childminder provide a welcoming environment in which children are making steady progress in their learning and development. Children's welfare needs are competently promoted and they are safe due to effective risk assessments. The childminder and her co-minder regularly reflect on their practice and make changes to improve the care and learning of children. All children's individual needs are met competently and plans are in place for future development. The strong links with parents and other early years providers, generally support 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:

- improve the system for working with other early years providers in order to support children's learning more effectively.

The leadership and management of the early years provision

All records, policies and procedures required for the smooth running of the setting are available. The childminder takes overall responsibility for writing risk assessments and for maintaining records relating to children's developmental progress. The childminder ensures that she remains suitable to practice by keeping abreast of recent initiatives. The childminder has made some effective changes to improve children's education by the skilful use of resources. She consistently

reviews activities with the children. On a daily basis the childminder holds discussions with her co-childminder to reflect on the activities offered and to explore how these can be improved for the children. Owing to the children's expressed interest, the childminder has put in place plans to extend their understanding of healthy eating, by introducing a range of different foods and by growing a wide range of produce. The childminder demonstrates the capacity to make necessary improvements by addressing the recommendations from the last inspection effectively.

Children are competently safeguarded due to the childminder's knowledge and understanding of child protection issues. They are safe in the environment where risk assessments are carried out regularly. The childminder and her co-childminder have developed an individualised care system to ensure that all children's needs are addressed positively. The childminder works closely with parents to share information about children's experiences and also provides regular progress reports about their development. In spite of strong links with other early years providers, activities are not implemented to fully support children's learning in those settings.

The quality and standards of the early years provision

Children are effectively helped to develop in the Early Years Foundation Stage due to the childminder's understanding of the importance of learning through play. She supports children's learning by making use of routine activities such as walking to school. Children benefit from a bright, well resourced environment and opportunities to promote their learning. For example, they enjoy looking at books and listening to stories. Children are gaining an understanding of life cycles by growing sunflowers, and they remain focussed when exploring malleable materials such as playdough by squeezing, pinching and patting.

There is a good balance of adult-led and child-led activities. Children initiate and develop play spontaneously while the childminder gives guidance as appropriate. The childminder regularly undertakes observational assessments for all children and she has a clear understanding of how to identify the next steps in order to plan for future learning. Children's skills are promoted appropriately due to challenges. For instance, some children are encouraged to acquire skills in managing zips and poppers, while others match illustrations of tadpoles and frogs. The childminder has experience of working with children with learning difficulties and/or disabilities. She understands the importance of liaison with parents in order to address children's additional needs effectively. Although the childminder has developed the partnership with other providers, she has not yet implemented complementary activities offered by other settings and this means that children's learning is not always effectively supported.

Children's good health and well-being are competently promoted as reflected in documentation, for example, the accident record. Their awareness of healthy foods is raised by growing fruit and some vegetables, which they tend enthusiastically. Children are protected against the spread of infection due to procedures which ensure that the premises are clean. The childminder helps children to stay safe by talking about road safety and stranger danger on the way to pre-school. Children

are well behaved because the childminder implements developmentally appropriate strategies to manage their behaviour and they are encouraged to share and take turns. This skilfully enables the promotion of their interpersonal skills.

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

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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