

Inspection report for early years provision

Unique reference number	EY358409
Inspection date	03/11/2008
Inspector	Shirley Amanda Wilkes
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).

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 2007. She lives with her husband and three children aged two, three and five years old in the Telford area of Shropshire. There are shops and schools within easy walking distance. All areas of the property are used for childminding and the premises are easily accessible to all. There is a fully enclosed garden available for outside play. The family have no pets. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is currently caring for two children on a part-time basis. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

The childminder provides a safe, secure and inclusive environment where she promotes children's welfare and learning. The childminder knows the children well and meets their needs effectively. The children are happily engaged and occupied in a range of age appropriate play activities and experiences. There is a good working relationship with parents and they are kept well informed of their children's daily routines and progress. The childminder plans a good balance of activities that help children make good progress, however these plans do not clearly record the next steps in children's learning. The childminder makes some use of self-evaluation to identify strengths and areas for development, although these systems are not yet fully developed.

What steps need to be taken to improve provision further?

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

- ensure self-evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children
- continue to develop knowledge of the process of observation and assessment to inform the next steps in children's learning.

The leadership and management of the early years provision

The childminder's home is appropriately organised and gives the children opportunities to become independent. The daily routine meets children's needs and promotes their welfare. All required documentation is in place. The childminder has developed policies and procedures and these work in practice to promote children's health, safety and ability to make a positive contribution. She attends regular training to further develop her childcare practices. The childminder has completed basic risk assessments of her home and garden and also for taking children on outings. Although the childminder evaluates her provision and has the capacity to make improvements, she has not identified specific areas for

improvements, nor assessed the impact of these on outcomes for children. The premises are clean and well maintained. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. She has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. The childminder has developed a written risk assessment which is reviewed on a regular basis. She has a secure understanding of child protection matters and procedures and this helps to safeguard children's welfare. Children's individual needs are well met as the childminder has regular exchanges of information with parents regarding their routines. They also discuss children's progress and achievements and parents receive daily diaries. Parents are, therefore, encouraged to support their child's development at home.

The quality and standards of the early years provision

The childminder implements strategies to promote all children's social, physical and economic well-being. The children are provided with a range of age appropriate activities and experiences to help them make sound progress in all areas of their learning and development. They also benefit from activities outside the home which helps to widen the children's experiences and develop their awareness of the wider community.

Planning and assessment are still in the early stages of development. The childminder gathers information from parents about their children's starting points and she has begun to observe the children at play to chart their development. Children are able to freely access a wide range of age appropriate resources stored in boxes. Toys are available that promote positive images and reflect our diverse society. Toys that she knows the children like are set out on the floor before they arrive to create a warm and friendly welcome. Children are able to move around freely and practise new found skills, for example, pulling up furniture and early walking. Great delight is taken from using Zebra rocker and playing with activity centre's pressing buttons and posting balls.

Children receive lots of encouragement and praise to help them to develop confidence and self-esteem. The childminder works closely with parents and follows children's individual daily sleep and meal routines, helping to provide a secure and familiar environment. The children have opportunities to enjoy the fresh air and develop their physical skills as they play in the garden, visit the park and enjoy outings to toddler groups.

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?	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

There have been no complaints made to Ofsted since registration.

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.