

Inspection report for early years provision

Unique reference number	EY365575
Inspection date	02/03/2009
Inspector	Silvia Richardson
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 2000. She 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 five children at any one time, of whom three may be in the early years age group. There are currently seven children on roll of whom five are in the early years age group and two are aged between six and eight years. Children are cared for on a part-time and sessional basis.

The childminder lives with her husband and their six-year-old child. They live in a house close to shops, parks, library and public transport links. The whole of the downstairs is used for childminding. The first floor is not used for childminding, with the exception of the toilet and bathroom. The loft extension is not used for childminding. There is a fully enclosed garden available for outside play. The family have no pets. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children are very happy and settled, because the childminder creates a relaxed and secure environment. Children enjoy stimulating play and learning experiences both in the home and outside of the setting, promoting their all round development. The childminder values the uniqueness of each child, enabling them to make good progress from their starting points. Children embrace diversity through taking part in activities that promote positive attitudes towards religious and cultural differences. The childminder is well organised and efficient in her childminding provision, working effectively to achieve good outcomes for children. She has a high capacity for continuous improvement as she gains in confidence and experience as a childminder.

What steps need to be taken to improve provision further?

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

- observe children across all six areas of learning and match observations to the early learning goals

The leadership and management of the early years provision

Children enjoy a good range and balance of activities and learning experiences, because the childminder organises her routines well to include visits to places of interest, such as the zoo, seaside, museums and parks. The childminder teams up with other childminders during school holidays, so that day trips are well planned and supported, keeping children safe and happy. The home is well arranged, so that children have easy access to a good selection of resources, including toys,

play materials and books portraying positive images of disabilities, racial and cultural differences.

The childminder is organised and efficient with record keeping, promoting accountability and a partnership approach to meeting the welfare needs of children. Children are safeguarded in the setting, because the childminder keeps a separate folder of information regarding what to look out for and how to make a referral to care services should child protection concerns arise. Children play safely in the setting because the childminder has assessed and minimised potential risks, including positioning safety gates across the bottom of the stairs and across the kitchen doorway.

Parents are kept well informed, both verbally and in writing of any safety issues, such as planned work to the garden and bathroom. Details given to parents include how children will be kept safe and other arrangements, such as visiting a local park, while the garden is out of use. Partnerships with parents effectively meet children's welfare needs, because care arrangements are discussed, agreed and updated on a regular basis. The childminder is giving some thought to self-evaluation so that she can identify the strengths and weaknesses of her provision and maintain continuous improvement.

The quality and standards of the early years provision

The childminder has a good understanding of the specific learning and development requirements of the Early Years Foundation Stage, so that children take part in activities that help them make good progress. The childminder observes children well, enabling her to assess their capabilities and plan appropriately for the next steps in their learning. Starting points and attainments are clearly recorded for each child, although not directly matched to the early learning goals, ensuring there are no gaps in children's learning. Children are clearly making good progress and enjoying the activities offered, although not all the areas of learning are consistently observed, ensuring children are acquiring a good balance of knowledge and skills.

Children enjoy experiences and receive support to help them develop a positive sense of self and others, through role play and creative activities. Children use resources for mark-making and the childminder keeps samples of their drawings and paintings as a record of their emerging and developing skills. Children confidently explore a wide range of resources set out for them on the living room floor. The childminder sits with the children, talks to them and plays with them, helping them to feel secure and confident in their learning.

Children are well nourished and enjoy a good range and balance of healthy snacks and meals. The childminder talks to children about foods which are good for them and those which are less beneficial, promoting their learning about healthy eating. Children learn to stay safe and develop social skills through consistent and caring boundaries. The childminder uses a range of positive strategies to help children understand and develop desirable ways of behaving, including star charts and

tangible rewards. Children are valued and respected as individuals, helping them to develop trusting relationships.

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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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.