

Inspection report for early years provision

Unique reference number	EY367848
Inspection date	24/11/2008
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 2008. She is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder may care for a maximum of six children at any one time and may care for a maximum of eight children when working with another childminder. The childminder is currently caring for three children in the early years age group on a part-time and sessional basis.

The childminder lives with her daughter who is age seven years. They live in a house close to shops, parks, library and public transport links. There are no access difficulties and there is on and off street parking available. All areas of the property may be used for childminding, although the bedrooms are secured and the childminder keeps children to the ground floor, with access to the first floor bathroom only. There is a fully enclosed garden available for outside play, which includes a portakabin for use by children of school age. The family have no pets. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are thriving in the setting, because the childminder is creating a warm, caring and nurturing environment. Children are enjoying a superb range and variety of activities, tailored to their specific welfare, learning and development needs, valuing the uniqueness of each child. Children are enjoying a real sense of belonging, because the setting effectively reflects diversity and the childminder has a high regard for cultural differences and life-style choices. Children are enjoying inclusive experiences through well planned activities. The childminder demonstrates much capacity to maintain continuous improvement, through her strong desire to provide the highest standards of care and learning for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop risk assessments, evaluating the potential impact on children of identified hazards
- ensure schedules and routines flow with the children's needs, specifically in relation to arrangements for taking and collecting children from school

The leadership and management of the early years provision

The provision in the Early Years Foundation Stage (EYFS) is very well led and managed. This is because the childminder is well organised and efficiently maintains accurate records, including registers and child observations, accounting for all aspects of her childminding services, arrangements and activities. The home

is attractively set out and resourced, reflecting the childminders clear understanding of putting the EYFS Principles into Practice, so that children experience an enabling environment and positive relationships. Toys and play materials are carefully sorted into sets and easily accessible to children so that they may help themselves, supporting them in becoming confident and independent learners. The childminder reflects well on her childcare practice and is using self-evaluation effectively, improving outcomes for children, so that they achieve their full potential.

The childminder works exceptionally well in partnership with parents, so that joint planning clearly identifies children's unique and specific needs, effectively enhancing their progress and development. Parents and carers receive much information about the early years provision and are actively encouraged to share their views and shape the plans for next steps in their children's learning. The childminder actively promotes the good health and well-being of all the children, through providing nourishing meals and steps to control and prevent spread of infection. Children are safe and protected from harm because the childminder has an excellent understanding of safeguarding procedures. She has a clear understanding of how to minimise hazards, so that children stay safe, although her risk assessments are short on detail and not fully evaluated.

The quality and standards of the early years provision

Children are making rapid progress towards the early learning goals, because the childminder is providing interesting and exciting activities, stimulating children's curiosity and their desire to explore, experiment and make discoveries. The childminder delights in children's achievements, consistently praising them so that they feel good about their abilities and skills. The activity schedule is providing children with a wide variety and balance of play and learning experiences in the home and in the community, helping them enjoy social contacts and acquire a range of skills.

The childminder is attentive to children's learning and development in matters important to parents, such as helping children improve control in physical movements and co-ordination. The childminder is making systematic observations of children's day-to-day activities and evaluates these effectively in partnership with parents, so that together they identify learning priorities. Mutually supportive relationships are enabling children to make excellent all round progress, as well as in targeted areas of development.

Children's differences are valued through activities, books and stories, dolls and other resources, portraying positive images. Children are enjoying practical experiences, such as dressing-up and making things, so that they experience and appreciate religious and cultural differences. Photographs of children taking part in range of activities are helping parents understand and enjoy children's learning experiences and are helping children develop a positive identity and feel good about themselves. Routines are consistent and familiar, so that children settle well and feel secure. The schedule includes two school runs, fitted around a tea-time, which means children spend periods of time travelling in the car. This is having little direct impact on younger children as they generally have a short sleep while

on the move. Older children enjoy their time in the setting because they say they have lots of things to do and the childminder sits and plays with them. Children feel welcomed and enjoy a 'home from home' experience, so that they are very happy, settled, secure and thriving in the setting.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.