

Inspection report for early years provision

Unique reference number	EY370355
Inspection date	19/09/2008
Inspector	Susan Tuffnell
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 lives with her two children aged three and five years-old in a village near Dunstable, Bedfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The premises are accessible by a low step at the front entrance.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered to provide two places for children in the Early Years Foundation Stage and there are no children currently attending who are within this age group. The childminder also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Compulsory and Voluntary Childcare Register. Children occupying these places share the same facilities as the children in the Early Years age range. There are currently three children on roll in this age range.

The childminder holds a Home Based Childminder Certificate and Cache Level 3 Childminding Certificate.

Overall effectiveness of the early years provision

Overall, the childminder provides very well for children in the Early Years Foundation Stage. They are offered a safe and welcoming environment and well-planned activities. A close and effective partnership with parents contributes significantly to ensuring that the individual needs of all the children are met. The childminder's confident and flexible approach to planning and her clear understanding of diversity and equal opportunities ensures that she provides an inclusive environment for children and their families. Through her self-evaluation the childminder has identified priorities for improvement and her strengths and weaknesses. She is therefore able to implement practical changes to improve the care and education for children.

What steps need to be taken to improve provision further?

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

- ensure that children's identified needs are carried forward, implemented into future planning and evaluated to give a clear picture of progress
- keep written records of all medicines administered to children, and inform parents
- obtain prior written permission for each and every medicine from parents before any medication is given
- ensure that records are kept of the car used to transport children which includes appropriate insurance.

The leadership and management of the early years provision

The childminder effectively manages the Early Years Foundation Stage provision. Her self-evaluation covers all areas of the setting and clearly shows areas where the childminder intends to improve. The childminder has attended the Early Years Foundation Stage training to enhance her knowledge and understanding. To further improve her practice and share ideas she has joined the childminding forum. The childminder's practical safeguarding policies and procedures ensure that children are protected at all times. For example, she carries out safety checks before children arrive and risk assessments are carried out regularly.

Children's individual needs are promoted well. The childminder understands and engages in reflective practice. All children have their welfare needs met very well. This is achieved by effective links with parents, carers and other providers to promote integration of care, education and extended services. For example, the childminder is working closely with the parents and school in sharing information. A very good range of policies and procedures is available to parents and they are kept informed of their children's learning and care through daily verbal feedback and a regular newsletter.

The quality and standards of the early years provision

Children enjoy their learning and are making good progress towards the early learning goals because effective flexible planning takes into account children's individual development needs. For example, five structured activities are included daily and children have a choice of these and an excellent range of interesting and challenging play materials and activities. Information from parents about children's needs, interests and capabilities are used to inform initial assessments and planning. For example, a comprehensive learning programme is organised around children's interest in the weather and includes detailed exploration about the effects of water on the health of living things and safety around water. Children's interests are also extended with exploration of topics through books and craft activities. For example, following a trip to the zoo children researched several of the more unusual animals and made collages and animal masks about their day out. Planning is linked to observations and assessments. Children's progress is tracked very well through the six areas of learning. However, this information is not evaluated in a meaningful way to identify the next steps of learning and to influence future planning for individual children.

Effective planning ensures that children are offered a balanced range of activities and they are encouraged to explore their environment. For example, children are encouraged to ask questions as they visit local shops. They show interest in how meat is prepared in the butcher's shop and in the different types of fruit and vegetables on sale in the greengrocers. Children use positional language as they describe their place in the queue and how many more items to scan at the checkout. They talk about the places they have visited in this country and abroad and find them on the map and older children are beginning to understand the scores as they enjoy bowling. Comprehensive planning of the outdoor area allows

children to develop physical skills on a range of equipment. Imaginative activities such as making a 'construction site' with lorries and trucks help children with problem solving and building skills. Children make regular visits to the library and the childminder uses books to help children understand different cultures, children with disabilities or special needs and the wider world. Books and discussions are also used to help children deal with their feelings and emotions. Children have a 'happy book' that they look through with the childminder if they are feeling sad. Children continue to be challenged, interested and excited about the activities.

The well-organised environment is interesting and attractive with colourful information posters and displays of children's creative work. Resources are interesting, attractive and accessible. Low storage units and boxes are placed so even the youngest children are able to access them. Children are offered numerous opportunities to learn about the importance of a healthy lifestyle. They help to shop for, prepare and cook fresh vegetables, enjoy home cooked nutritious food and have lots of physical activities. The childminder talks to them about fresh air and exercise and reminds them to have extra drinks after physical play. Children learn about keeping themselves safe as they practise road awareness. Children are cared for in a safe, secure environment because the childminder has a consistent approach to health and safety. However, the childminder's car insurance details are not available for inspection. The childminder has a clear understanding of issues relating to safeguarding children and has all relevant information and contact details. However, important information such as written parental permission for the administration of medication and records of medication administered is not available for inspection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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.

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