

Inspection report for early years provision

Unique reference number	EY371507
Inspection date	29/04/2009
Inspector	Jenny Read
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 has been registered since 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for five children under eight years, of these not more than two may be in the early years age group at any one time. The childminder currently cares for four children within the early years age group on a part-time basis. Two of these children attend before or after school during school terms and during some school holidays. There are currently no children attending in the later years age group. The childminder walks to local schools to take and collect children.

The childminder lives with her husband and daughter, aged five years, in the Churchdown area of Gloucester close to local shops, schools, library and play parks. The family have a pet dog. The main areas used for childminding are the sitting room, kitchen, conservatory and downstairs bathroom. Two upstairs bedrooms are available for sleeping and occasional play. There is an enclosed rear garden with grass and patio areas for outdoor play.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are met to a high standard. They are progressing well in their learning through the childminder's increasing knowledge of appropriate observation, planning and assessments and play in a safe, spacious indoor and outdoor environment that supports their learning. The childminder is proactive in ensuring she has good knowledge of their individual needs through well-developed partnerships and very effective communication with parents, ensuring they form an integral part of the setting. The childminder is very enthusiastic and motivated with clear vision to drive improvement and ensure outcomes for children are continually enhanced.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and planning systems to further enhance children's experiences and learning
- extend the complaints policy to ensure it contains clear procedures of action to take with any concerns

The leadership and management of the early years provision

Children benefit from the childminder's enthusiasm and commitment to providing good quality care and learning experiences. Attending regular training compliments the childminder's skills and supports her in reflecting and developing her knowledge and skills further. The training has inspired her to make positive

changes to the planning and observations and to make more creative use of the outdoors to further enhance children's experiences. For example, by completing the letters and sounds training the childminder is able to support the preschool children in their early literacy skills, reading and phonics work. Regular discussions and feedback from parents and the children; parent and child questionnaires; regular reviewing of the self-evaluation form and frequent assessment of children's learning journeys maintains thorough monitoring systems and promotes a fully inclusive service.

Parents take an active part in their child's care and learning and receive detailed information about the setting through the comprehensive parent pack, daily diary, notice boards and displayed planning. Parents are happy and feel part of a team and indicate their children's routines and interests are well met. They observe their child's assessment folder every term and contribute ideas to support the childminder in planning for their child's next steps. Planning and assessments are inclusive of parents and the children, meaning activities are purposeful and help them move onto the next stage in their learning. The indoor environment is used flexibly to support the children's needs and provides a safe, secure yet challenging space in which to play, giving the children confidence to explore and learn and feel valued and included as they find their named coat peg.

Records and documentation to support children's care are well maintained and shared with parents. Policies and procedures are in place for many aspects of care, most contain satisfactory detail and are generally well known. For example, the childminder acts appropriately when children are ill, monitoring children closely and providing individual comfort and support whilst protecting other children attending. Risk assessments of the premises, equipment and each type of outing are thorough and well implemented to ensure children are safe and secure. Children's welfare is safeguarded and promoted through the childminders' sound knowledge and understanding of child protection issues and procedures.

The quality and standards of the early years provision

The childminder recognises the uniqueness of each child and adapts her practice, routines and activities accordingly. This encourages and supports children's confidence and independence and enables them to feel settled and develop a genuine bond with the childminder. The children show pleasure and excitement as they play, clapping their hands and kicking their legs, responding to the frequent praise and encouragement from the childminder. The childminder models play and language appropriately to encourage children to try things for themselves to promote their independence. For example, the childminder combines heuristic methods of teaching with natural household materials to encourage children to discover things for themselves using their senses. The children concentrate for long periods as they investigate the different textures and sounds of the metal tins, wooden spoons and cars showing awe and wonder as they explore how things move, sound and feel.

Children are happy and building warm, trusting relationships with the childminder. She knows the children well, by working collectively with parents about their

learning, and provides sensitive, skilful support during play and daily routines. As a result, children are responsive to challenges and explore and try out new things with reassurance and comfort from the childminder to make good progress in their learning. The children show curiosity as they explore the shapes in the shape sorter and develop their strength, balance and co-ordination as they refine their early walking skills and practise kneeling and reaching for objects further away. They enjoy cooking activities and learn to be creative in their learning as they experiment with jelly, sand, water and cornflour and water.

Children are safe and secure because the childminder is very aware of safety issues and takes appropriate steps indoors, outdoors and on outings to minimise risks to children. For example, safety straps ensure young children are secure in the high chairs and booster seats at the table and safety gates at the top and bottom of the stairs minimise the risk of children climbing or falling on the stairs. Discussion and practise of the escape plan every two months helps to raise children's awareness of appropriate action to take in an emergency. Children learn good hygiene practices from a young age and develop independence in their personal care. Thorough nappy changing routines help to minimise the spread of infection. Children are offered regular drinks to ensure they stay well hydrated and food provided by parents is heated and served appropriately. Meal times are a social occasion to support children's enjoyment of food.

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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