

Inspection report for early years provision

Unique reference number	EY376738
Inspection date	03/11/2008
Inspector	Mary Anne Henderson
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 husband and their three year old child in a house in Telford. There are shops and schools within easy walking distance. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play. The family has two cats and pet rabbits.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association. The childminder is qualified to Level 3 in Early Years Care and Education and attends training provided by the local authority. She is also registered to provide funded education for children from three years to under five years old.

The childminder is able to collect children from the local schools and pre-schools. She is registered to provide care for five children on the Early Years Register and the compulsory Childcare Register and is currently minding three children from birth to under eight years old on a full-time basis. The childminder receives support from the local authority.

Overall effectiveness of the early years provision

The childminder ensures that space, both indoors and outdoors, is well utilised to effectively support the children's learning, development and welfare. She implements systems to evaluate the provision and demonstrates a sound commitment to improving her practices. The individual learning and development of each child is supported well through all experiences in the setting. The childminder works closely with parents and others to help settle new children into the home and to ensure their ongoing welfare is promoted effectively.

What steps need to be taken to improve provision further?

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

- involve parents in the process of identifying their child's developmental starting points and support parents with their child's learning and development at home
- ensure trailing electrical wires are inaccessible to children at all times
- involve parents and children in the systems to evaluate the provision.

The leadership and management of the early years provision

The childminder completes and updates a detailed self-evaluation format. However, the systems in place do not yet meaningfully involve the children and their parents. The parents are provided with information including a range of written policies and procedures to support the service provided.

Parents provide detailed written and verbal information on their child's individual routines which enables the childminder to meet the needs of all children on roll effectively. Daily diaries are used to record two-way information about the child's routines and welfare. In addition, each child has a folder with their art work and observations take place along with daily discussions with parents to identify individual learning and development targets. However, parents are not yet meaningfully involved in the identification of their child's developmental starting points. Also, parents are not fully encouraged to continue supporting their child's learning and development at home. The systems to develop links with other settings providing for children in the Early Years Foundation Stage (EYFS) are good. The maintenance of records, policies and procedures implemented are effective and ensures positive outcomes for all children.

Children's welfare is promoted well within the home. All equipment and toys are suitable and safe for all children to use. There is a comprehensive risk assessment in place. This includes areas, toys, activities and outings involving the children. However, at times children may have access to trailing television wires, which may possibly compromise their safety.

The quality and standards of the early years provision

The provision for learning and development effectively supports the uniqueness of every child. Every child is highly valued and acknowledged and all children are progressing well towards the early learning goals in all areas of their development. The children freely access a good range of resources and equipment. The play areas are arranged to enable the children to participate in adult-led and spontaneous activities both indoors and outdoors. The children show sound levels of confidence and self-esteem and they react positively to the childminder's expectations for good behaviour. The children enjoy the company of their peers and the childminder. They display excitement as they use the home corner resources to extend their imaginary play. Children broaden their knowledge of the world around them when they go on outings to places of interest such as toddler groups and childminding groups, where they can mix with a variety of different people, thereby extending their skills in communication. They also enjoy visits to the setting from other childminders and their minded children.

There are good opportunities for children to extend their development in all areas of learning. The children enjoy a good range of outdoor play and outings to the local parks thereby extending their physical development well on a regular basis. They enjoy climbing and using the swings and slides. The children enjoy a range of activities that help them explore information and communication technology (ICT). For example, under supervision, they like to use the computer accessing appropriate programmes to extend their development in all areas of their learning.

Children enjoy exploring a range of festivals around the calendar year. They explore Chinese New Year, Divvalli, and Halloween. Their knowledge of festivals is growing and is extended through dressing-up activities, arts and crafts, food tasting and imaginary play, thereby consolidating their learning. Children are

confident and independent as they problem solve. They repeat and discuss what they are doing as they weigh out and mix ingredients for cooking activities. There are good opportunities for children to explore books and writing. The children are able to help themselves to the range of story and reference books and they help themselves to crayons, pencils and paper as they are stored low down to encourage their independence.

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?	3

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?	3
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 the last inspection.

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.