

Inspection report for early years provision

Unique reference number	EY379072
Inspection date	09/02/2009
Inspector	Christine Lynn Williams
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 partner and one child aged 16 months in a residential area of Redditch. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed play area available for outdoor play.

A maximum of five children may attend the setting at any one time. There are currently three children attending, who are all within the early years age range. The childminder is also able to offer care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the provision is over a small step. The childminder attends local toddler groups and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a stimulating and child-friendly environment where all parents and children are welcomed and valued. Children's individuality is recognised and the childminder offers them a wide range of experiences that are thoughtfully prepared to encourage them to develop new skills, knowledge and have fun. Observation and assessment systems are used very effectively and there is a strong relationship with parents. Comprehensive policies and good everyday practices generally ensure that children's safety and welfare are well-protected. The childminder demonstrates a strong capacity for continuous improvement and is constantly reflecting on and seeking ways to improve her practice.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are carried out on each type of outing and that these are regularly reviewed.

The leadership and management of the early years provision

The childminder is very effective in ensuring that the organisation of her childminding service promotes positive outcomes for children. Although new to childminding, she draws on her childcare qualifications and previous experience in a nursery to promote children's welfare, learning and development to a generally high standard. Children's needs are well-met and the effective organisation of space, resources and learning experiences has a positive impact on their overall development. Children benefit from a healthy lifestyle and being cared for in a safe

environment. The childminder has carried out and recorded risk assessments of the home and equipment and understands the importance of assessing potential risks before going on any outings. However, these are not all formally recorded as required by the Early Years Foundation Stage (EYFS).

The childminder ensures that all children's needs are met effectively and that they have a positive attitude to others. Right from the outset she gains lots of information about children from their parents and uses this to plan how to include them and meet their needs. Good examples are set which promote tolerance and acceptance, so that even the youngest children learn to share their toys, play together harmoniously and show concern for one another.

Effective self-evaluation ensures the childminder is well aware of her strengths and is able to look at her practice objectively and make improvements. For example, she has recently reviewed her planning and assessment system and introduced an evaluation section to this so that she can consider what children have learnt from their experiences and if the learning needs to be repeated or refined. There are clear plans for the future, and these include introducing a wider range of toys and equipment which promote positive images of children with additional needs and using questionnaires to gain parents' views, comments and suggestions about her practice. Well-maintained records are used positively to support children and written policy statements are clear, personalised and provide useful information for parents.

The quality and standards of the early years provision

Children settle quickly, have fun and confidently seek the support and comfort of the childminder. Young children respond confidently to the many new and stimulating learning activities offered and show they are curious and excited by the new things they discover. A well-developed knowledge of each child's individual needs ensures that the childminder promotes all aspects of children's learning with success. She shows a clear understanding of the EYFS and uses observations and assessments well to help children move forward in their development. Learning journeys are provided for each child using photographs and observations to track what children have done and what they need to learn next. These are then shared with their parents.

Children enjoy close attention as the childminder listens to them, joins in with their play and offers cuddles. They often snuggle in to listen to stories, play with letter shapes and sing songs and rhymes. The childminder constantly talks to children, introducing new words such as describing biscuit dough as being 'squiggy'. Shape sorters and puzzles help children to recognise circles and triangles, while simple counting games help introduce them to numbers. Children enjoy being creative as they paint, push dolls around and use simple musical instruments such as tambourines and drums.

Children develop confidence and self-esteem because of the wealth of praise they receive, particularly when they act positively or do something well. Gentle guiding away helps the youngest children to know when to avoid touching the cooker and

they learn to stay safe whilst out and about on outings by looking both ways and listening carefully for cars before crossing the road. Their daily routine helps them to learn simple hygiene, particularly during potty training and they enjoy being active as they scramble through tunnels, play in the garden and use soft play equipment at the local toddler group. Nutritious snacks and home cooked teas develop positive attitudes towards healthy eating, with fresh fruit provided each day and often offered as an alternative to puddings. The childminder works hard to involve parents in their child's learning and development. She keeps parents updated on how their children are cared for and what they achieve each day and shares information with them to promote parents' understanding and involvement.

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?	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 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.