

Inspection report for early years provision

Unique reference number	EY392017
Inspection date	30/11/2009
Inspector	Tina Kelly

Type of setting	Childminder
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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.

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Description of the childminding

The childminder was registered in 2009. He child minds from the home of his partner who is also a registered childminder. She has a six year old daughter. The home is close to shops, parks, schools and local amenities. Children are cared for on the ground floor. The setting is fully accessible, the entrance is via a level pathway. There is a downstairs cloakroom. There is a fully enclosed garden for outside play. The family have a pet cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three may be in the early years age group. He is currently minding three children in this age group and takes responsibility for various part time arrangements with the other childminder as there are 15 children on roll, most are part time care. The childminder is registered with Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is able to collect children from the local school and attends several toddler groups and the childminding support group on a regular basis. He is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well developed knowledge of how children learn. Children progress well as activities are flexibly planned around their likes and interests. Children benefit from a childminder who has a good understanding of providing a safe and secure environment which is bright and interesting. The childminder is proactive in providing an inclusive setting for children where their individual needs are discussed and met. All documents are in place in line with the Welfare Requirements. The partnership with parents is a key strength contacts with other early years providers have been established. Regular self evaluation by the childminder ensures any weakness is identified and issues addressed. This shows a strong capacity to improve.

What steps need to be taken to improve provision further?

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

- develop the detail in planning to show how children's learning is extended and promoted using all areas of the home for different play opportunities reflecting children's ages and stages of development
- develop a regular two-way flow of information with other providers who deliver the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded. The childminder has a good knowledge and understanding of how to protect children and is familiar with the safeguarding procedures. Appropriate measures such as ensuring all members of the household have undergone vetting checks are in place. The childminder has undertaken training in safeguarding and is confident in his abilities to protect children from harm. Children are cared for in a safe environment through the childminders effective and appropriate risk assessments of the premises and outings.

Children's individual care needs are identified as they start at the setting, day to day routines are adapted and planned to take these into account. Documents provided by the NCMA are used to monitor and maintain the well-being of the children at all times. The busy daily and weekly routines are well managed to ensure that children receive individual attention and support in all areas of their learning and play. The equipment and toys are age appropriate and in a good state of repair. Children independently access all resources from low-level storage around the playroom. This enables them to initiate their own play and promotes their independence and decision making skills.

There is a strong working partnership with parents. They are exceptionally well informed about any day to day routines, changes and improvements to the provision through the newsletter and display board. Parents are encouraged to become involved in their children's learning as they are informed about themes, topics and outings that their children will be involved in. Photographs are used effectively set within the children's folders they show the wide range of experiences that the children are involved in. A CD of these photographs are given to families to enable them to share in the opportunities their children have enjoyed. A questionnaire carried out after six months of care enables the childminder to take account of the parent's views and review his practice. The childminder keeps clear assessments and records of achievements for the children in his care. These are shared with parents so they can work together to extend and develop the children's learning experiences both at home, with the childminder. Links have been made with local early years provisions where children attend. The information shared with these settings is currently underdeveloped. This has an impact on the childminder's ability to ensure continuity in linking experiences and consolidating the children's care and learning.

The process for self evaluation is well established. The childminder has completed the Ofsted on line document providing a sound review of his practice. This enables him to build on his experiences and to plan for future improvements.

The quality and standards of the early years provision and outcomes for children

The childminder has a broad experience in providing for children's individual needs both in childminding and foster care arrangements due to his own family

background. Equality and diversity with regards to gender, disability, language and cultural backgrounds are fully promoted through activities and resources that show the importance of respecting different lifestyles and languages.

The process for observations, records of achievements and planning for future learning is well established for children in the early years age group. However, planning does not show how activities and resources are adapted to meet the individual needs of the different age groups or how the play areas can be utilised to promote a range of learning opportunities for children of varying ages and abilities.

Resources are well organised around the home. For example the play room provides low-level storage units. The contents of trays and crates are labelled with word and pictures to enable all children to make independent choices and to support their early reading skills. Imaginative play is greatly enjoyed by children who can easily access the resources. They re-enact daily routines, sharing familiar experiences and move freely around the home. A wide and interesting selection of the children's art work is displayed around the home. Coloured collage created by the children is used for topics such as 'the body' have been laminated to provide a permanent reference for future activities and learning. The kitchen provides space for child sized tables where children take part in cooking, creative, and games. There is a good mix of adult and child initiated activities which encourages children to be active and inquisitive learners. Flexible routines both during the day and the week provide children of all ages with many opportunities to extend their social skills, physical experiences and learning opportunities in a range of early years groups. The library, toy library and trips to farms and animal parks are regular outings. The garden provides an all year round play opportunity having been laid with 'astro turf'. It provides a clean but interesting space for children to explore and develop their physical skills in a well managed environment.

Children are happy and content in the setting. They show great confidence and good social skills as they interact very well together and share their play ideas with visitors. The childminder is a very good role model as he responds with great interest to the children's requests for him to be involved in their play. This interaction promotes independent thought and encourages children to extend their play ideas. Young children feel safe as they settle to sleep and are comforted by the childminder when they wake. A healthy lifestyle is fully promoted by the childminder. Children are beginning to understand what foods are good for you and help you grow. A planned menu and discussion at snack and lunch times supports their learning. Cooking activities and being able to watch cheese melt on the toast and cakes rise as they cook in a halogen oven on the work surface extends their knowledge and is great fun. The older children show great care and consideration when playing around the younger children. They show a strong sense of responsibility which reflects the care and attention given by the childminder to all children.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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