

Inspection report for early years provision

Unique reference number	145126
Inspection date	15/06/2009
Inspector	Carole Argles
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 was registered in 1994. She lives with her husband and their two children, aged six and four, in Warminster, Wiltshire. She mainly uses the ground floor of her house for childminding. There is an enclosed back garden for outdoor activities.

The childminder is registered to care for a maximum of four children aged under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children are happy and confident with the childminder who supports their learning and development effectively. Although the childminder does not have all the required documentation in place, she takes satisfactory measures to keep them safe and healthy and support their welfare. She works well with parents to help her meet children's individual needs. She attends training to keep up to date with changes in childcare practice but at present does not carry out effective self-evaluation so that she can identify areas of her provision for further improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems to help monitor the children's progress and identify ways to improve the quality of the learning and care you offer them
- ensure that children learn the importance of good hand hygiene to protect their health

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessments that clearly states when it was carried out, the date of review and any action taken following a review or incident (Documentation) 15/07/2009
- maintain a record of the required information for each child (Documentation) 18/06/2009

The leadership and management of the early years provision

Children's safety and welfare are supported appropriately by the childminder's organisational skills. She takes suitable precautions to reduce the likelihood of accidental injury to the children and has appropriate safety equipment in place. She reduces the risk of cross infection by using individual disposable wipes and each child having their own cutlery, plates and drinking water bottles. The childminder maintains most of the records necessary to ensure the children's well-being. However, she does not meet the statutory requirement to maintain a record relating to when she carries out risk assessments nor does she have all the required personal information about the children. The childminder understands her responsibility to protect children from harm or abuse and knows what to do if she has concerns about their welfare. She has a range of policy and procedure documents which are made available for parents to read so that they understand what she provides for their child. Written agreements are in place to help her meet parents' wishes for their child and to avoid any misunderstandings.

There is continuity in the children's care and development because the childminder works well with their parents. They exchange information daily both verbally and through diaries. They agree how they will work together to achieve a consistent approach, for instance, how they will manage children's behaviour. The childminder keeps them well informed about their child's progress and involves them when deciding on the next steps in their learning.

The childminder has made improvements to the quality of her service since the last inspection. For example, children's safety has been increased because she now obtains written consent allowing her to seek emergency medical treatment or advice. She has begun to establish systems to help her monitor children's learning and progress. She recognises that this requires further development but she has not fully evaluated other areas of her practice so that she can identify other areas for improvement.

The quality and standards of the early years provision

Children develop warm relationships with the childminder and, for example, cuddle into her when they feel tired or are having a bottle. She interacts well with them. She supports young children's language development and helps them learn new vocabulary, such as the names of animals and objects in pictures. Children receive praise and recognition for their achievements and this helps them to develop good self-esteem and confidence. They take part in a varied range of activities that support all areas of their development. They frequently play outside either in the garden or at a local park. They use a range of age-appropriate apparatus, including slides and wheeled toys, and show developing control and coordination of their movements, for example, when playing with balloons or stacking small wooden blocks. The childminder gave encouragement to a child plucking up courage to crawl through a tunnel. Frequent outings to toddler groups give children opportunities to develop social skills and to learn to play cooperatively with others their own age.

The childminder observes the children as they play to assess what they can achieve and has started to use this information to help her plan activities that build on what they can already do. The children follow their own interests and make choices about what they do, selecting from a suitable variety of age-appropriate toys and books which are stored where they can access them independently. They take part in creative activities and explore different materials including sand, water, paint and playdough. They have some opportunities to find out about the world around them when visiting the town. The childminder takes advantage of opportunities to extend their learning as they play. For example, she supports a child's keen interest in counting and numbers by counting with him, showing him how to link numerals to the correct number of objects. The children are encouraged to think about being safe and healthy. Although they often clean their hands before eating, this is not done consistently to help them recognise the importance of good routines to protect their health. The childminder talks with the children about what they must do if they hear the smoke alarm and they learn why they must be kind to others and not do things that may hurt them.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----