

Inspection report for early years provision

Unique reference number	146879
Inspection date	21/07/2009
Inspector	Sharon Henry
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 registered in 1997. She lives in Loughton with her husband and three teenage children. The whole of the house is used for childminding and there is a garden for outside play. The childminder is registered to care for a maximum of six children at any one time and of these three may be in the early years age group. The childminder currently has two children in the early years age group and six children in the Childcare Register age group on roll, some of whom attend part time. The childminder is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. The childminder attends local community groups and walks to local schools to take and collect children. The family have a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a safe, secure and inclusive environment, effectively promoting children's welfare and learning. She knows each of the children well, identifying and meeting individual needs. Some systems have been introduced which begin to monitor progress and achievement, although these are not fully in place to ensure that each child has their next steps in development robustly planned for. The childminder works closely with parents, to promote continuity of care. The childminder demonstrates a commitment to continuous improvement to further promote the outcomes for children.

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 planning of activities and systems for observing children's progress, including matching observations to the expectations of the early learning goals and using them to plan the next steps in their learning
- continue to develop the selection of play equipment and activities to promote children's awareness of diversity and review the organisation of resources to ensure that they clearly promote all the areas of learning.
- develop systems to monitor and self-evaluate the practice to ensure continuous improvement

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare)

07/08/2009

The leadership and management of the early years provision

Children's good health and welfare is effectively promoted. Suitable hygiene procedures are followed through the daily routine. For example, children wash their hands before eating and after playing outside. Appropriate arrangements are in place with regard to the care of the pets. Consequently children's health and well-being is positively promoted. Records are maintained when children have an accident or require medication. Suitable procedures exclude children who are infectious, to minimise the spread of infection to protect all children. However, permission has not been sought for all children to the seeking of any necessary medical emergency advice or treatment to ensure their needs are met in the event of an emergency.

The childminder understands the importance of having an effective working partnership with parents. She sees this as fundamental to ensure children's needs are identified and met, because the parents know their child best. Parents are encouraged to share care information about their child at admission and on an ongoing basis. Aspects of children's care and routines are shared with parents verbally. However, information relating to the Early Years Foundation Stage (EYFS) is not routinely shared with parents.

Documentation is organised well and supports the care of children effectively. All relevant documentation is maintained, which generally supports children's care and ensures their needs are known. The childminder has developed a range of clearly written policies and procedures to support her working practice, which are shared with parents and carers. However, she has yet to devise a policy on administering medicines. Risk assessments are regularly undertaken by the childminder in the home and for outings. This ensures any hazards are identified and minimised. Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to ensuring children are protected. Clearly written procedures are in place for the childminder to follow should she have any concerns regarding a child in her care.

The childminder has started to think about her strengths and weaknesses. However, she has yet to put into place an effective system to monitor and evaluate the provision and to ensure the ongoing development of the care and learning provided.

The quality and standards of the early years provision

The childminder is beginning to develop an understanding of the Early Years Foundation Stage, making initial observations of the children. However, these are not fully linking to the six areas of learning or the expectations of the early learning goals to effectively identify next steps in development. There is evidence of planning as the childminder has begun to draw up weekly activity plans to ensure that the areas of learning are catered for daily. However, systems for obtaining children's starting points are not yet fully developed; therefore, parents are not able to take an active part in their children's learning. Links with other

providers delivering the EYFS have yet to be clearly established to ensure the integration of children's care and learning experiences.

The childminder is active in promoting children's welfare and takes positive steps to ensure children are safeguarded. For example, she ensures they do not have unsupervised access to persons who are not vetted. Children's dietary needs are well met as the childminder works closely with parents to ensure that their wishes are adhered to. Children are provided with healthy and nutritious meals, which encourages children to make healthy choices and contributes towards their good health. In the main, the childminder's home is organised to give children opportunities to become independent. However, the organisation of resources does not always clearly promote all the areas of learning. Children have access to a satisfactory range of creative materials, such as beads, stencils and felt. They become engaged in drawing and colouring and create art work for their parents. Visits to local drop-ins enable children to mix with other children and adults, promoting their personal, social and emotional development. Children's physical development is encouraged as they walk to and from school and visit local parks and places of interest, such as the forest. The childminder has a general understanding of children's individual needs in terms of background, language and diversity. However, the steps taken to promote understanding of diversity and in helping children to value their own and other cultures, religions and backgrounds are not well established. For example, children have access to a limited range of resources that reflect diversity.

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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	3

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