

Inspection report for early years provision

Unique reference number	149443
Inspection date	10/02/2009
Inspector	Lynn Clements
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 1994. She is registered to care for a maximum of six children at any one time, three of which may be in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group and also cares for one child over eight years.

She lives with her husband in a residential area of Baldock. The whole of the premise are one level which helps to promote an inclusive environment . The whole of the premises are used for childminding and there is a fully enclosed garden available for outside play. The family have pet cats.

The childminder is currently working towards a National Vocational qualification level 3. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder recognises the uniqueness of each child and uses systems of self-evaluation in order to promote the continuous improvement of her provision. All children are fully supported so that no group or individual is disadvantaged and there are clear systems in place to support children who speak English as an additional language. Children are supported by adults to make good progress in their learning and development, however, whilst clear observation and assessment procedures are in place, these are not always linked clearly to future planning. Clear and effective systems are in place to ensure that children's welfare, with regard to child protection is protected and promoted however, there are minor weaknesses in relation to written risk assessments and obtaining some health related documentation. Strong and open partnerships with parents, carers and others, in the wider context are used to promote extremely good quality education and care and support smooth transitions for each child.

What steps need to be taken to improve provision further?

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

- develop further the current risk assessments to ensure they cover anything with which a child may come into contact.
- develop further systems for planning activities, to support children's continued development through the EYFS.

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

- ensure that written permission is in place for all children regarding the seeking of any necessary emergency medical advice or treatment.

17/02/2009

The leadership and management of the early years provision

The childminder is extremely professional and enthusiastic in her work with the children. She has devised relevant written policies and procedures which are shared with parents and implemented in practice to support the smooth running of her setting and provide positive outcomes for the children. Most health related documentation is in place, however, the specific legal requirement, with regard to obtaining written permission from parents enabling the childminder to seek emergency medical advice or treatment if required is not in place. Other relevant information is shared prior to placement, providing the childminder with relevant information about children's individual needs, enabling her to work in partnership in the best interests of the child. Information sharing in this way helps to provide continuity of care as the children move between settings. The childminder also has clear systems in place, enabling her to work closely with others the children come into contact with, for example, staff at the local pre-school. The childminder has a very good understanding of how young children learn and develop and has clear systems to observe and assess their progress, however, this information is not clearly used to inform future planning to ensure children continue to build on what they know and can do. The childminder has attended relevant training courses to support her practice. She has good systems in place to reflect on her daily routines and bring about future improvements. The childminder fully understands the importance of Criminal Record Bureau checks and has clear systems in place for the safe arrival and collection of children. The identification of visitors is checked and they are never left unsupervised with the children.

Working in partnership with parents or carers is excellent. Clear and effective communication systems are in place. Cultural differences are respected and celebrated. Time is taken for all parties to work collaboratively together in order to bring about positive experiences and learning opportunities for all the children. In this way, the childminder and parents, carers provide the best possible role models for the children, helping them to feel secure and confident in their free flow learning and explorations.

The childminder has good systems in place with regards to safeguarding children's welfare in relation to child protection. Suitable equipment, such as safety gates, socket covers and smoke alarms are used to protect children. Daily checks of the whole premises are undertaken. However, whilst risk assessments are in place, these do not currently include all hazards, both inside and out with which a child may come into contact, in order to ensure they are kept safe. The childminder develops extremely strong and meaningful partnerships with parents and carers. Clear information is shared. Flexible care is offered to suit parents' different working patterns. In addition to clear two way communication diaries and written records of assessment, the childminder gives verbal feedback each day and also displays photographs and children's creations, providing parents and carers with a snapshot of their child's time in the setting. This also enables children to be actively involved in telling and showing parents about the things they enjoy doing

whilst with the childminder. In addition, she shares information with other settings the children attend, helping her to build a picture of the whole child. The registration certificate is displayed. Contracts are signed by both parties and frequently reviewed to meet children's changing needs or circumstances. Paperwork is kept securely and confidentiality is maintained. All children are able to rest or be active according to their individual needs.

The quality and standards of the early years provision

Children are able to move and play freely in the well organised child friendly environment. They can make decisions about their learning because the childminder has taken time to provide child-height storage which they can access independently. Attention to providing child-height furniture enables children to play and learn in safety and comfort. Daily routines are organised effectively around school or pre-school runs. Children's achievements are shared with their parents or carers and they are actively encouraged to share observations from home about their children's achievements. This enables the childminder to support each child well. Assessment records are shared with parents and clear observations are used to help identify the next steps in children's learning in order that they make good progress in their learning and development.

Activities are organised well to engage children's interest and participation. Interaction between the childminder and child is caring and purposeful. Plenty of positive praise and encouragement help to raise children's confidence and self-esteem. Children are supported extremely well to develop their independence, for example, washing their hands at pertinent times, helping themselves to drinks or preparing their own snack, such as peeling their juicy orange. Clear systems are in place to limit the spread of infection and protect children from cross-contamination. The childminder has attended relevant first aid training, enabling her to provide appropriate care for children in the event of an accident. There is no bias in her practice in relation to gender, race or disability. The childminder has effective systems in place to ensure children's individual cultures are respected. She discusses with parents the best way to support children with English as an additional language, the use of key words in their home language helps them to feel confident and secure in her setting.

Children learn to keep themselves safe. For example, they practise road safety whilst out and about. In the setting, they learn to use single handed tools carefully and the childminder teaches them about fire safety evacuation, so everyone knows what to do in an emergency. Children negotiate space safely, developing coordination as they gain control over their bodies.

Children develop spoken language and listening skills as they share their ideas, stories and news from home. They work collaboratively with the childminder, for example, whilst building train tracks or playing catch. There are plenty of opportunities for them to use creative media, as they paint snails using their imagination or make three dimensional models from papier-mâché. Children begin to develop their problem solving skills, as they work out how train tracks click together or count how many spots are on the die they have thrown. Children enjoy

using wheeled toys, taking walks or making visits to local toddler and pre-school groups where they can develop their social interaction with others and play and explore on a larger scale than is possible indoors.

Children have access to toys and books which reflect positive images about diversity and provide discussion points for them to explore their personal ideas or understanding. These discussions enable the childminder to support children as they explore cultural differences. Children learn to care and respect each other.

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?	1
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?	2
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
---	-----

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

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.