

Inspection report for early years provision

Unique reference number	202264
Inspection date	27/07/2009
Inspector	Ann Marie Cozzi
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 1998. She is registered to care for a maximum of five children at any one time, three of which may be in the early years age group. When working with an assistant she is registered to care for a maximum of six children, three of whom may be in the Early Years Register. The childminder is also registered to care for children on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and two children aged nine and thirteen years. They live in a residential area of Harlow, Essex. There is one small step into the setting. The whole of the house, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play. 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 childminder provides a warm and friendly environment where children feel secure and enjoy a suitable range of learning experiences. However, the systems for monitoring children's progress and planning their next steps in learning are not secure. There are weaknesses in the system to ensure that children's welfare is protected. The childminder has started to undertake some evaluation and monitoring of her service. Information is gathered from parents and carers at the start of placement and during their time with the childminder, this promotes partnership working and ensures that no child is disadvantaged.

What steps need to be taken to improve provision further?

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

- develop further sensitive observational assessment in order to plan to meet young children's individual needs
- reappraise the environment to ensure that risk assessments cover anything with which a child may come into contact

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

- undertake paediatric first aid training which is approved by the local authority (Qualifications, training, knowledge and skills; also applies to the compulsory and voluntary parts of the Childcare Register)

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The leadership and management of the early years provision

Whilst the childminder has undertaken some training her first aid qualification has lapsed, although, she is able to demonstrate through discussion how she would provide appropriate care in the event of a minor accident occurring. All appropriate checks have been undertaken on persons over sixteen years living on the premises. The childminder has developed written policies and procedures which are implemented in practice. For example, information regarding complaints is clear and ensures that parents and carers are made fully aware of the procedure. The organisation of the provision is satisfactory and the childminder demonstrates a sound understanding of her role and how to promote children's welfare within the Early Years Foundation Stage. The childminder has made improvements recommended at her last inspection and has begun to undertake a reflective review of her service which further promotes a culture for future improvement. There are some systems in place to keep parents and carers informed about their children. These include observations, informal discussions and some written information about children's learning and how they have spent their time with the childminder.

Children are safeguarded because there are suitable child protection policies in place and the childminder is aware of her responsibility to protect children through her daily practice. Most written records are well maintained, however, risk assessment is limited, this is because it does not identify all potential hazards children may come into contact with. The good health of children is promoted through the daily routine, for example, children are provided with fresh fruit and younger children are supported to learn how to wash their hands thoroughly at appropriate times such as before meals.

The quality and standards of the early years provision

Children are making satisfactory progress in their learning and development. The childminder gathers information at the start of placement from parents and carers and uses this to extend their learning. Although children are engaged in a range of fun activities it is not clear how these activities are linked to their individual programme of learning. The childminder observes children whilst they play, learn and achieve. But the information gained is not always used to identify their next steps across all six areas of learning. As a consequence, planning is not securely based on what children know and can do.

Children enjoy a warm relationship with the childminder and have fun as they play with and explore toys and equipment, however, although current storage systems are at child height resources are difficult for children access independently and as a consequence, their ability to initiate their own learning is not fully promoted. Policies and procedures are made available to parents and carers and are inclusive for the children attending. There are clear and sensitive behaviour management strategies in place. This assists in promoting children's understanding of how to behave in ways which are safe for themselves and others.

Children learn about the importance of being active as they are provided with regular opportunities to play outside in the fresh air. They enjoy visiting local toddler groups or accessing large play equipment at a local activity centre where they can expend their energy safely. Children acquire and practice new found skills, as they manoeuvre wheeled toys such as a dolls pushchair with increasing confidence. Babies enjoy the chance sit and move around independently safe in the knowledge that the childminder is close at hand. Children have opportunities to express themselves and enjoy fun activities such as singing familiar songs and dancing in time to the beat of the music. Children are provided with chances to problem solve and count through play and interaction with the childminder. For example, as they complete puzzles together, negotiating which piece goes where and talk about how many symbols are depicted on each piece. Children demonstrate their growing awareness of the wider world through their play.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications, training, knowledge and skills).

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications, training, knowledge and skills).

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