

Inspection report for early years provision

Unique reference number	204940
Inspection date	26/01/2009
Inspector	Elenora Griffin
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 registered in 1998. She lives with her two adult children close to the centre of Worcester city. There are two steps to the entrance to the house where the whole ground floor, including bathroom facilities, are used for childminding. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years of age at any one time. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder currently minds five children in the Early Years age group. The childminder takes children to local parks and places of interest.

Overall effectiveness of the early years provision

Children are settled and content in the relaxed and homely environment of the childminder's house. The childminder takes her time to get to know children and their families, building close, positive relationships with them. In partnership with parents the childminder ensures that the needs and care routines of all children are appropriately met. The childminder provides a suitable range of fun activities and experiences for children during their time with her and, as a result, they make steady progress in their learning and development. Generally positive steps are taken to promote children's welfare and safety. The childminder has a sound understanding of the areas of practice that require development and is positive about taking action to develop and maintain improvement.

What steps need to be taken to improve provision further?

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

- update knowledge of guidance in regard to child protection in order to ensure that policies are in line with Local Safeguarding Children's Board guidance and procedures
- ensure that regular evacuation drills are carried out
- develop knowledge and understanding of the Early Years Foundation Stage requirements and use this to plan and provide for children's welfare, learning and development.

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

- make a record of the risk assessment clearly stating when it was carried out, date of review and any action taken following a review or incident. (Documentation)

09/02/2009

The leadership and management of the early years provision

Children benefit from the positive relationships that the childminder develops with parents. Parents are well informed about the provision for their children and the activities and routines that they experience on a daily basis. When they first start parents receive a copy of the well written policies and procedures that the childminder implements. The childminder follows a detailed checklist when initially talking to parents and this ensures that she develops a clear understanding of children needs, routines, likes and dislikes. Flexible settling in procedures ensure that children and their families are well supported as they make the transition from home. Children's changing needs are appropriately met because the childminder and parents share information verbally on a daily basis and parents feel comfortable to call during the day for updates.

Generally, positive steps are taken to safeguard children from harm and neglect. The childminder has a sound understanding of child protection issues and has developed child protection procedures that she shares with parents. Although, the childminder has some child protection guidance in place to refer to, she does not have the up to date guidance from the Local Safeguarding Children's Board in place in order to ensure that children's welfare is fully supported. The childminder does ensure that children are appropriately supervised at all times and has taken to steps to promote children's safety in the home. For example, she uses child locks, stair gates and door stoppers to minimise potential risks to children. The childminder maintains safety through conducting informal safety checks. However, she does not currently make a record of when risk assessments are carried out, the date of review and any action taken following a review or incident.

Caring and nurturing, the childminder is committed to ensuring that children have their needs met and have fun while in her care. Although, self-evaluation has not ensured that the childminder is fully up to date with the guidance and requirements of the Early Years Foundation Stage, the childminder has ensured that she works towards a positive equal opportunities policy and has extended messy play and art and craft experiences for children. The childminder is positive about making improvements and developing her practice and therefore, plans to further develop her knowledge and understanding of the Early Years Foundation Stage.

The quality and standards of the early years provision

Children enjoy a relaxed start to each day as they choose between watching children's television or accessing the toys and resources that the childminder gradually takes out for them. Over the morning children explore kitchen utensils, books, keys, small ride on bikes, an activity walker, Lego and train tracks. Children develop close, positive relationships with the childminder who they snuggle up with to enjoy hugs and to look at books together. The childminder enjoys the children and is responsive as children make their needs known. Confident children are quick to let the childminder know when they hungry or thirsty and she responds offering snacks and bottles.

Children's health is satisfactorily promoted as the childminder ensures that children enjoy daily opportunities to be active outside in the fresh air. In the childminder's garden children play in the play house and ride on bikes. Children regularly visit the near by playground where they sometimes feed the ducks and swans on the adjacent river. Children are beginning to learn about how to keep themselves safe as the childminder encourages them follow the safety rules. However, children's understanding of how to keep themselves safe in the event of an emergency is not fully promoted. This is because the childminder has not completed an evacuation drill since moving to her new home.

Children are confident as they explore the resources provided by the childminder. The childminder gets to know children and encourages them in their learning and development. For example, she encourages to very young children to develop their walking skills and to start to name the things that they want. However, outcomes for children are not fully promoted because the childminder is not familiar with the Early Years Foundation Stage. Therefore, she is not using this to effectively plan and provide for children's individual needs, learning and development. The childminder does strive to ensure that children experience a fun and interesting variety of activities and experiences while in her care. Over their time with her children enjoy various art and craft activities to include drawing and painting. They dig in the garden, plant sun flowers in the Spring, participate in cooking activities based on a children's cookery television show and have fun playing with water. Children enjoy regular outings and visit local parks, shops and the library. Consequently, children generally receive satisfactory support in order to make steady progress in their learning and development.

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

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

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.