

Inspection report for early years provision

Unique reference number	252928
Inspection date	03/07/2009
Inspector	Karen Ann Byfleet
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

This childminder has been registered for a number of years. She lives with her family in West Bridgeford, on the outskirts of Nottingham. The family have one pet cat. Minded children have access to all the downstairs areas of the home, except for the front lounge. The first floor is inaccessible to minded children.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to provide care for a maximum of six children under eight years at any one time. Currently there are seven children on roll and of these, four are in the early years age range. The childminder takes children on regular outings to the local park and shops and she receives support from the local authority. the childminder is also a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the provision is good. Children learn about healthy living through the very good variety of healthy foods that the childminder prepares and cooks and through the many opportunities they have for physical play and development. Inclusion is promoted as the childminder has formed effective relationships with parents to ensure the children's individual needs are identified and met. The children are making satisfactory progress in their learning and development. However, the systems for undertaking observations and assessments of children's learning and development have not been fully implemented. Children are kept safe, however, not all the requirements for safeguarding children have not been met. The childminder has started to evaluate her provision in order to identify areas for future improvement of the setting.

What steps need to be taken to improve provision further?

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

- develop a systematic approach to undertaking observations through all the six areas of learning and use these to assess and plan the next steps in children's development.

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

- devise and implement an effective safeguarding children policy and procedure, which is shared with parents, including a procedure to be followed in the event of an allegation being made against the childminder (Safeguarding and promoting children's welfare)(This also applies to the Childcare Register)

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The leadership and management of the early years provision

Children are cared for by a childminder who provides a warm, welcoming and child friendly environment. Children have access to a good range of age-appropriate resources, and the childminder engages with the children in their freely chosen play. She plans a daily routine for the children, which includes visits into the local community, and she has a satisfactory awareness and understanding of how to ensure she implements the learning and development elements of the Early Years Foundation Stage. There is an effective balance of child-initiated and adult-led activities. Although the childminder does observe the children in their play, she does not use these observations effectively to assess their development around the six areas of learning or to identify the next steps in their learning. She has a sense of purpose to assure the quality of children's care is maintained. The capacity to make ongoing improvements is satisfactory, as the childminder has started to evaluate her provision. However, areas for improvement have not been fully identified in order to ensure continuous improvement, with regard to the Early Years Foundation Stage.

Children's emotional and social skills are developing well, as the childminder has warm and caring attachments with them. The childminder places appropriate emphasis on ensuring that her practice is inclusive for all children and families. Children are supported in their play and the childminder engages with them, asking age-appropriate questions which helps in the learning. Children are able to make their own choices and decisions and their individual care and welfare needs are met. The childminder has developed effective relationships with parents, which help to create consistency between home and the setting. Links with the local school are in place and help to ensure consistency in individual children's care and development. Most documentation is in place. For example, contracts with parents, accident and medication records are well maintained and there is a full risk assessment for both the premises and any outings undertaken. However, there is no safeguarding policy or procedure in place which is shared with parents, although the childminder is able to demonstrate how she would seek advice and support for any concerns she may have about children's welfare.

The quality and standards of the early years provision

Children are happy in the setting and interactions between peers and the childminder are good. Children enjoy purposeful play through a range of their own initiated activities. For example they help themselves to the toys and resources which are stored at low level, such as the play foods and jigsaws. Daily routines such as hand washing and learning through play are used to promote their learning. However, the lack of observations and assessments of their learning compromises the opportunity for the childminder to ensure children's learning potential is effectively met. Consequently, all areas of learning are not always covered. However, the childminder is very pro-active in the support she offers and encourages the children to participate in the activities that are provided. All children are included so that their needs are effectively met. Children are developing a sense of self-worth as they follow the childminder's house rules,

which focus on respect for themselves, each other and other people. The childminder is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group.

Children's health and safety is well promoted. The childminder has highly effective hygiene policies, procedures and routines, which are supported by discussions with the children about personal care. Hygiene procedures include consistent routines for hand washing, which the children know and follow. Children are protected and their welfare is supported as the childminder has established safety routines and equipment to protect them both in the home and outside. Children respond to established rules and routines and they are protected in an emergency situation as regular evacuation drills are practised. The childminder also carries an emergency pack on outings.

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?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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

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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 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 (Arrangements for Safeguarding Children).

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