

Inspection report for early years provision

Unique reference number	315713
Inspection date	27/11/2008
Inspector	Victoria Gail Halliwell
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 1995. She lives with her husband, adult daughter and two children aged 13 and 8 in Bolton. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The property is accessed via the ground floor and toilet facilities are located on the first floor. Children attend some local activities and groups with the childminder.

The childminder is registered to care for a maximum of five children at any one time, of whom three may be in the early years age range. She is available to provide care each weekday, on a full-time basis. There are currently six children on roll, of whom three are within the Early Years Foundation Stage (EYFS). The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Children's needs are effectively met by the childminder who provides a warm and caring environment. She knows individual children well and works closely with parents to promote consistent care. Observational assessments of children have recently been introduced, but these sometimes lack detail and are not routinely used to inform future planned learning. All children benefit from a broad range of activities and independently explore a well resourced, child centred play room, which helps them make progress in their learning and development. However, the childminder does not reflect sufficiently on her own practice.

What steps need to be taken to improve provision further?

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

- increase knowledge and understanding of Local Safeguarding Children Board procedures, including the procedure to be followed in the event an allegation of abuse is made whilst a child is in your care
- update knowledge and understanding of the requirements relating to complaints
- implement a process of self evaluation
- increase knowledge and understanding of the learning and development requirements, so that you can develop the assessment process and plan more purposefully to help children progress towards the early learning goals

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

- review the risk assessment in relation to the outdoor hot tub (suitable premises, environment and equipment) 11/12/2008
- record the risk assessment of the premises and each type of outing conducted, stating when it was carried 11/12/2008

out, by whom, the date it was reviewed and any action taken (suitable premises, environment and equipment).

The leadership and management of the early years provision

The childminder is very experienced and is committed to meeting the individual needs of the children in her care on a daily basis. However, attention to training and development is limited, consequently, the childminder does not have a secure knowledge of the EYFS and is not aware of changes in regulations since her last inspection. As a result, little emphasis is given to updating knowledge and understanding of safeguarding or complaints procedures and written procedures refer to guidance that has been replaced. The childminder does not have any system in place to evaluate her own practice and although some action has been taken in respect of the recommendations raised at the last inspection, this has had limited impact on the children to date. The childminder has taken some steps to increase her knowledge of the learning and development requirements, which has led to the introduction of observational assessments.

Mutually respectful relationships are evident between the childminder and parents of the children in her care. Relaxed and informal discussions encourage parents to share what they know about their child and provide time for the childminder to inform parents about their child's time at the setting. Details of the childminder's written procedures are shared with parents, although these do not always reflect current guidance.

Children are learning to keep themselves safe, the childminder routinely reminds children of possible dangers, for example, in relation to road safety, or climbing on the steps in the garden. Appropriate measures have been taken by the childminder to minimise potential hazards, so that children can move around and play safely inside. Outdoors, all risks have been assessed by the childminder, however, the risk assessment in respect of the hot tub is not fully effective. Risk assessments for the premises and outings are not recorded, which is a specific legal requirement.

The quality and standards of the early years provision

Children are making steady progress in their learning and development, because the childminder provides a good range of age and developmentally appropriate activities and experiences. They benefit from a stimulating and accessible play room where they confidently select their own resources and make choices about how they spend their time. For example, one child confidently selects a high visibility jacket, helmet and a plastic axe, so he can go and chop wood. The childminder is well organised and utilises time when younger children are sleeping to provide developmentally appropriate activities for older children. Consequently, pre-school children enjoy challenging board games and with the childminder's support, identify numerals on their money, count the number on the dice and move the appropriate number of spaces on the board.

The childminder knows individual children very well and naturally extends their learning through the activities she provides, for example, providing colour matching games for children who are beginning to identify colours. She has recently begun to complete observational assessments, but they do not always sufficiently highlight what children can do. The childminder is aware of the six areas of learning and has compiled an informative initial assessment on each child, but a limited knowledge of the Early Learning Goals prevent her from identifying any gaps in children's learning.

Planned learning is emerging although this is not linked to observational assessments, however, children benefit from some fun and interesting activities. For example, after reading about a suggested activity to build relationships and develop children's self help skills the childminder plans 'hats on heads'. One child enthusiastically tries on several hats and enjoys looking in the mirror, he then laughs at the childminder who selects a hat that is 'too small'. Children benefit from strong partnerships between the childminder and parents, who routinely discuss children's individual needs and significant aspects of their development. However, systems are not established to ensure continuity in children's learning, when they are supported by external agencies, such as speech therapists.

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?	2
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?	2
How well are children helped to enjoy and achieve?	2
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?	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:

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:

- devise a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (CR2) (also applies to the voluntary part of the childcare register)

11/12/2008

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 compulsory Childcare Register section (CR2)

11/12/2008

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.