

Inspection report for early years provision

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Inspection date	21/09/2009
Inspector	Ann Hilary Guy
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1999. She lives with her husband, and two children aged 15 and 11 years old in Leighton Buzzard, Bedfordshire. The childminder uses the ground floor for childminding, plus two bedrooms on the first floor for children sleeping in cots. There is a fully enclosed garden for outside play. The family have a pet cat.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register, to care for a maximum of six children at any one time, and is currently minding four children under five and three children before and after school and in school holidays. The childminder takes and collects children from local schools and pre-schools, and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this inviting home which offers individual care for every child. The childminder devotes her time to stimulating and extending the children's understanding and helping them develop their skills effectively. Clear recorded observations show the good progress made by the children and the childminder understands how to help the child further develop their skills, although this is not recorded. Regular visual risk assessments of the house together with written risk assessments for trips ensure the children's safety at all times, although no written record is kept of the house assessments. The childminder constantly reviews her practice and adapts it to meet the differing needs of every child in her care.

What steps need to be taken to improve provision further?

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

- maintain a full record of risk assessments, clearly stating when they are carried out and any action required (W5 Documentation) 15/10/2009

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

- develop observation recording to ensure all aspects of learning are covered over a period of time, and ideas for further development are clearly noted and followed through in the planning.

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of safeguarding and promoting children's welfare. She fully appreciates her responsibility with regard to child protection and has all the relevant local authority information readily available.

The childminder has attended many courses and has carried out research in books and on the internet to assist her in delivering the Early Years Foundation Stage effectively. She has a great many resources kept throughout the premises. They are not all available for children every day but are rotated to offer a wide variety and meet all areas of learning for every child. The childminder is always with the children, playing alongside and effectively developing their play, and will seek additional resources if requested by the children or if she can see they would be beneficial to the child. A wide range and variety of resources have been obtained to enable the childminder to promote equality and diversity through the activities. These include dressing up clothes, small world toys, puzzles and books, together with a large resource file.

The childminder completes a daily visual assessment of her home and garden, ensuring its safety before the children arrive, however, no record of risk assessment is kept, which is a breach of requirements. She also has detailed risk assessments that cover the wide variety of trips and outings the children have. The childminder continually strives to improve the care and education she offers all the children and is able to make a very good self-evaluation of her provision.

The childminder has a very good relationship with all the parents and supports them, through accommodating shift patterns as much as possible. A daily diary is provided for all children before they attend school and this, together with the daily chats, ensures parents are fully informed of their child's progress and development. Close liaison is in place with the local pre-school, enabling the childminder to share information and further extend topic work whilst the children are with her. In the past she has had very good links with the local school and is looking forward to re-kindling these as some of the children are entering school for the first time.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled in the inviting atmosphere in this family home. They have a very wide range of resources available which are rotated regularly to enable them to experience the full range. Children have free choice of the activities available each day and can request additional toys and equipment if they wish. The childminder is always closely monitoring the children to ensure their safety and plays alongside them, helping develop their knowledge and understanding. The day rotates around school and pre-school but the children have a good amount of time for free-play interspersed with adult-led activities.

The childminder encourages the older children to have some input into the choice of activities available, especially during the school holidays, and she aims to take them out to enable them to socialise with other children as well as going to places of interest. The childminder knows each child extremely well and is able to tailor activities to meet each child's needs and interests. She cares for a wide age group of children and has helped the older children to become more understanding and caring of the younger ones, whilst still giving them opportunities to use equipment more suitable to their age range.

Very clear spontaneous observations are in place, clearly identifying the main areas of learning, although they do not always show all the aspects of learning covered. The childminder is clearly able to state how she plans to further develop the child's abilities following the observation, although this is not recorded. Plans are very broad and include adult-led activities like cookery and some craft work, there is much scope for the children to develop their own interests and activities with resources covering all areas and aspects of the curriculum.

The health and well-being of the children is positively promoted through good personal hygiene practices and procedures. Throughout their time with the childminder, the children learn how to keep themselves safe at all times. This is supported by a clear behaviour management policy and safeguarding policy.

Children have access to all areas of the ground floor, with two rooms on the first floor used for children to sleep in cots. The main play areas are the lounge and conservatory, which has direct access to the garden. The children enjoy a healthy diet of nutritious meals and snacks freshly prepared by the childminder and have drinks readily available throughout the day. The childminder is happy to adapt the menu to cater for special diets in consultation with the parents or to supervise the child eating meals brought from home. The childminder positively promotes children's physical, social and economic development through the wide range of activities offered, both at the house and away from it, and the positive interaction between the children, their parents and the childminder.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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 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:

- The above action applies to the Childcare Register. 15/10/2009

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:

- The above action applies to the Voluntary Childcare Register 15/10/2009