

Inspection report for early years provision

Unique reference number	EY100143
Inspection date	26/05/2009
Inspector	Hilary Elizabeth Tierney
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 2002. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her three children aged 16, 13 and 10 years in the village of King's Stanley, a rural location on the edge of Stroud. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder regularly attends the toddler groups in Leonard Stanley, King's Stanley, Woodchester and Amberley and is within walking distance of the village shops and parks. The family have two cockatiels and a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the Early Years age range. She is currently minding two children in this age group.

The childminder holds a Level 3 qualification in home based childcare. She has completed child protection training. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are treated with respect and as individuals and the childminder meets their needs well. Children have easy access to the welcoming play room, where they may play safely and happily. The childminder has written policies and procedures which contribute to the smooth running of the setting. A good partnership with parents has developed and good communication between them ensures involvement in their children's learning and development. Self-evaluation has been completed and the childminder has started to identify areas for improvement and how these may be achieved.

What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and planning, to include children's interests, to inform and help to continue to meet all children's individual needs
- ensure regular evacuation drills are carried out and details of them recorded

The leadership and management of the early years provision

The childminder has clearly written policies and procedure in place which help to contribute to the smooth running of the setting. She ensures these are shared with parents. Details of the child's day are recorded in detail in a daily diary that is used by the childminder not only to inform parents, but herself about children's learning and development. Photographs are used to support this information. Verbal

communication is important to both childminder and parents and time is taken at the end of the day to discuss any issues. All necessary parental permissions are in place and emergency contact numbers are easily accessible both when inside and away from the home. Links with other Early Years settings are in their infancy.

The childminder safeguards children well. She carefully explains to children the reason they need to be careful and consequences of their actions, for example, if you do this, then this may happen. The childminder has emergency evacuation procedures in place and has practised fire drills with children but these have not been completed regularly enough. Risk assessments are in place and clearly identify all aspects of the environment that children come into contact with and how the childminder minimises hazards to children. Clear outings procedures, lost child and uncollected child procedures are in place. All necessary accident and medication records are in place and shared with parents. The childminder is confident about how she would deal with any concerns she has about children in her care.

Children learn about good personal hygiene procedures and understand the importance of healthy eating. The childminder ensures that children have regular access to drinking water. Children are clear about where they need to wash their hands and were observed cleaning their hands before snacks, meals and being outside. They were also seen wiping their hands with wipes after touching the family dog. The childminder is a good role model, she washes her own hands regularly and was observed cleaning tables before children eat. Parents provide meals for their children, but the childminder also offers fruit if children want it. Healthy food options are discussed with parents to encourage them to provide healthy food in lunch boxes.

The quality and standards of the early years provision

Children are happy and confident at the childminder's home. They have easy access to a good selection of resources in the play room. The childminder interacts well with children as they play, they talk about what they are doing, what they will be doing next. Children recall trips out they have had and how they enjoyed them. Children are progressing well in all areas of learning. The childminder has started to complete detailed observations and daily diaries on children's development and their day, however, she has not yet linked these to children's interests and the general planning of activities.

Children enjoy creative activities and were observed making their own designs with sand pictures. The childminder sat with the children and carefully explained what they needed to do, then left the children to make their own design. Children proudly showed the childminder their achievements and received lots of praise from her. Children enjoy looking at books and have easy access to a range of materials that helps to encourage their early reading and writing skills. Children have access to a range of role play items and a variety of dressing up clothes. Children have regular access to fresh air and exercise through regular visits to the local shops and surrounding areas. They enjoy garden play and have access to a range of large physical play equipment.

Children are active learners and enjoy their time at the childminder's home. The childminder allows the children to develop their independence but still supervises them well at all times. Children are able to choose their activities, for example, children ask for the train track out and the childminder gets it out for them and together they build the track and play with the trains. The childminder obviously enjoys being with the children and they respond to her positive language and praise with good behaviour.

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?	2
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?	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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