

Inspection report for early years provision

Unique reference number	EY101831
Inspection date	21/04/2009
Inspector	Alison Edwards
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 registered in 2002. She lives with her partner and two children aged 10 and eight years in a house in a village in the Charnwood district of Leicestershire. Minded children use the ground floor of the house. The enclosed area of the garden nearest the house for is used for outdoor play. A cat is kept as a family pet. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children aged under eight years at any one time, including three in the early years age range. There are currently six children under the age of eight on roll, including five in the early years age range. The childminder is also registered on the voluntary part of the Childcare Register to care for older children. The childminder does not receive funding to provide nursery education to three- and four-year-old children. She holds a recognised early years qualification at Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled and relaxed in the care of this well-qualified childminder, so helping to promote their welfare. The childminder makes generally good use of practical play experiences to help children progress well in their learning. She is clear on the value of liaison with parents and other relevant professionals to ensure that she has a good knowledge of children's individual needs and preferences so that these can be met. The childminder recognises the importance of actively reviewing how well her provision meets the requirements of the Early Years Foundation Stage (EYFS) to identify continuing ways to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers everything with which a child may come into contact, with particular regard to the ladder stored in the rear lobby
- establish more systematic arrangements to plan and resource a challenging indoor and outdoor environment to fully support children in building up their ideas, concepts and skills
- establish arrangements to ensure that non-prescription medicines such as teething gels are only administered with prior written parental consent
- develop further use of observations to identify the next steps in children's learning to inform future planning.

The leadership and management of the early years provision

Childminding is generally organised well to support children's welfare and development. Required records are generally systematically maintained and readily accessible to underpin children's care. The childminder has taken effective steps to

address the recommendation raised at her previous inspection regarding improving her awareness of local child protection procedures. Consequently, she now has a clear recognition of what child abuse and neglect are and understands her responsibility to implement agreed national and local procedures in the event of any child protection concerns. This helps to ensure she is able to safeguard children's welfare effectively.

The well-qualified childminder continues to make use of relevant local training and advice to maintain awareness of current issues and to develop her existing skills and knowledge, for example, with regard to the implementation of the EYFS. She has undertaken some systematic self-evaluation of her current practice, taking account of nationally agreed criteria and of the views of parents. She has identified clear priorities to help her further develop provision for children.

Prospective parents receive very useful written information on the childminding service to help ensure they are well informed about arrangements for their children's care. She shares information with parents about children's experiences, abilities and interests through daily discussion. The childminder takes account of parental views in assessing the effectiveness of her provision by seeking their views on how well she supports children's development and care. She is aware of the value of liaison with other early years providers, such as pre-schools, to help promote continuity and progression for children.

The quality and standards of the early years provision

Children's personal and social skills are developing well. The childminder enables them to feel recognised and valued in her care because she knows them well as individuals. She shows awareness of relevant events in their lives, for example, by encouraging them to make links between holiday experiences and a book they are sharing. Young children are confident in playing independently for sustained periods, for example, as a child 'mends' the garden shed with pretend tools. They begin to negotiate and act out simple roles in co-operative pretend play, for example, as the 'garage attendant' puts petrol into the 'driver's' car. The childminder is calm and consistent in her dealings with them, so helping them to understand what is expected of them. She encourages them to make choices within their daily routines, and helps them to extend their independence and interests, for example, by enabling a pre-school child to safely use low wooden steps for climbing. She recognises the importance of ensuring that all children are helped to reach their full potential, and to find out about their own and other cultures.

The childminder makes generally effective use of practical child-chosen play activities to support children's development across the six areas of learning within the EYFS. She encourages toddlers to sort toy vehicles by size and colour as they use these with a garage and road layout, so enabling them to use their reasoning and mathematical thinking. She makes good use of favourite books to encourage children to talk about aspects of the world around them, such as how ferries carry cars and people across the sea, or why fire engines need equipment such as ladders. Children show familiarity with aspects of everyday technology as they use

toy microwaves in pretend kitchen play, or as they use simple computer programs. They use a selection of materials such as sand, water, paint and dough to explore different substances and express their own creative ideas. They are, therefore, establishing a good basis for their future development and learning. However, as yet indoor and outdoor resources are not yet planned and organised to best effect to fully challenge and extend children's ideas, concepts and skills. The childminder has set up systematic 'learning journeys' to record evidence of children's current activities and abilities across the main areas of learning, but has not yet established the most effective ways to use these identify and plan for the next steps in children's learning.

Arrangements to promote children's health and safety are generally robust. Children are cared for in secure and well-maintained premises, where the childminder ensures that they are within her sight or hearing at all times, so ensuring that they are supervised well. Children learn about simple safety issues within their play and routines, for example, as they use 'hard hats' and safety goggles in their role play, or as they talk about reasons for using safety seats in the car. Written risk assessments are regularly updated to underpin a range of sensible safety precautions taken within the home and on outings. However, at present they omit consideration of how to minimise any potential risk arising from a ladder propped in the rear lobby through which children access the garden. Children are dextrous when using a good selection of play tools and kitchen utensils, and show confident balance and coordination when using their large movement skills to climb or to manoeuvre wheeled toys. Required records, such as children's medical, dietary and contact details are readily accessible, so helping to ensure that daily routines and meals meet children's individual health needs. However, clear systems are not currently in place to ensure that non-prescription medications, such as teething gel, are only used with prior written parental consent.

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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