

Inspection report for early years provision

Unique reference number	EY222491
Inspection date	24/02/2009
Inspector	Susan Tuffnell
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 2002. She lives with her husband and two children, aged three and nine in a residential area of Kempston, Bedfordshire. The whole of the ground floor is used for childminding and there is a fully enclosed rear garden for outside play. The premises are accessible by a low step to the front entrance. The family have two cockatiels in a cage.

The childminder provides care every weekday during term time and school holidays. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for two children on the Early Years Register and two children currently attend. The childminder is currently providing care for two children on the compulsory part of the Childcare Register and one child on the voluntary part of the Childcare Register. All the children share the same facilities.

The childminder holds the Introducing Childcare Practice qualification and is a member of the National Childminding Association. She works in partnership with parents, carers and other professionals.

Overall effectiveness of the early years provision

Overall, the childminder provides a satisfactory service for children in the Early Years Foundation Stage. She has created a generally safe and welcoming environment and provides children with effective support. Children are valued at the setting because the childminder has a clear understanding of diversity and equal opportunities. She uses this knowledge to provide resources and activities that promote a positive awareness of a multicultural society. Her self-evaluation shows that she has begun to look at the strengths and weaknesses of the setting and has set priorities for improvements in the future.

What steps need to be taken to improve provision further?

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

- ensure that information about children's starting points is collected from parents and carers to inform planning for each individual child
- develop a systematic approach to using observations to track children's progress through the early learning goals
- ensure that children's identified learning needs are carried forward, implemented into future planning and evaluated to give a clear picture of progress
- devise a procedure to be followed in the event of a parent failing to collect a child at the appointed time and in the event of a child going missing
- put into place a written procedure for dealing with complaints and concerns and make this available to parents
- devise a behaviour management policy and procedure and make this

- available to parents
- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis and maintain a record of these.

The leadership and management of the early years provision

The childminder effectively manages the Early Years Foundation Stage (EYFS) provision. Children are generally protected because the childminder has a satisfactory understanding of safeguarding procedures and has completed training in this area. Her self-evaluation covers most areas of the setting and shows areas where the childminder intends to improve. The childminder has started to introduce systems to monitor and evaluate the effectiveness of her work with the children and has identified some strengths and weaknesses in her practice. The childminder has attended various training courses to improve her understanding and knowledge. For example, the Common Assessment Framework and the Early Years Foundation Stage Framework.

The childminder provides an inclusive service that promotes children's welfare requirements. She understands and engages in reflective practice respecting diversity and valuing a child as a unique individual. All children have their welfare needs met. This is achieved by effective links with parents, carers and other providers to promote integration of care, education and extended services. For example, the childminder is building positive relationships with parents, carers and with the school nursery. She is kept informed of current events and the children's care and education. Parents and carers are kept informed about the setting through good policies and procedures and regular written and verbal feedback.

The quality and standards of the early years provision

Children are provided with a satisfactory range of opportunities to help them make progress across the areas of learning and development. They have free choice as they access play materials from the low-level boxes and shelves and benefit from some interesting equipment and play materials that challenge their learning. For example, children are fully involved in the electronic teaching aid and follow the voice activated programmes confidently. The childminder observes children during their play. However, there is not a systematic approach to using observations to track children's progress through the early learning goals and to ensure that children's identified learning needs are carried forward and implemented into future planning. Information about children's starting points is not collected from parents and carers to inform planning for each individual child and ensure that children's progress is monitored securely.

The childminder supports the children's learning with praise and encouragement for their efforts and achievement. As a result, children are confident, happy and secure. They have ample opportunities to instigate play in the well equipped domestic play area. For example, children 'cook' in a pan on the cooker. They demonstrate the correct way to break an egg into the pan using the plastic play eggs. Children sort out the play food in the fridge and set the dials and knobs on

the cooker and microwave. They play purposefully and behave well. Children are busy and stimulated by a variety of different activities planned each day that generally cover the areas of learning. For example, children learn about growth cycles as they buy and plant cress seeds and care for them. They observe that when water is withheld plants die and begin to understand about the needs of living things. Children also grow sunflower seeds in the garden. They replace the canes with longer ones as the plants grow taller. Children associate the growth of the sunflowers with their own height changing as they grow older. Close links with the school nursery provide children with opportunities to extend learning at the setting. Children celebrate world festivals at nursery and continue this with cooking, dressing-up and role-play with the childminder. They enjoy 'apple bobbing', decorating biscuits and dressing-up for Halloween. Children visit parks and woods in the local area and have daily opportunities to practise physical skills in the garden.

Children enjoy a wide variety of activities that include writing practise with shopping lists and mark-making materials, sharing books and stories, art and craft activities that enable children to create large collages using an abundance of attractive materials and measuring and mixing ingredients for cooking.

Children are cared for in a generally safe environment because the childminder has some good policies to help protect children. However, children are not fully protected as some procedures are not in place and shared with parents and carers. For example, the procedure to be followed in the event of a child going missing or not being collected at the appointed time, a written procedure for dealing with complaints and concerns and a behaviour management policy and procedure to inform parents and carers about appropriate sanctions. Daily safety checks are carried out by the childminder. However, regular risk assessments to identify aspects of the environment that need to be checked on a regular basis, are not carried out and recorded to ensure that standards of safety are maintained. The childminder has excellent fire precautions in place and follows advice from the Fire Safety Officer. As a result, smoke alarms have been replaced and regular fire evacuation drills are carried out to ensure children are confident in a real-life fire emergency.

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?	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?	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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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:	Met
---	-----

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

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.