

Inspection report for early years provision

Unique reference number	EY243877
Inspection date	28/07/2009
Inspector	Georgina Walker
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 lives with her husband and children aged eight and six. The whole of the ground floor in the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via a step and there are three steps into the rear garden. The family has a dog, cat, rabbit and guinea pig.

The childminder walks to the local school to take and collect children. She attends the local parent, carer and toddler group and takes children to the toy library and local park. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register, to care for five children at any one time and is currently minding four children, two in the Early Years Foundation Stage (EYFS) age range. She does not share or seek information in partnership with any other early years settings the children attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children are happy and enjoy their time with the childminder, as she provides a range of social play experiences to ensure all are included and welfare is generally promoted. However, the planning of the learning and development requirements is not yet robust to ensure all areas of learning are regularly included and assessment procedures do not show overall progress. Self-evaluation is minimal although the childminder has recently improved her observations and recording procedures. The sharing of children's progress with other EYFS providers the children attend has not been instigated. A range of policy documents and verbal information is shared with parents to develop an effective partnership, however documents contain limited current information and some risk assessments are missing, therefore, children's well-being is not fully safeguarded.

What steps need to be taken to improve provision further?

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

- ensure all documentation required for the safe and efficient management of the setting contains all current details as required in the Early Years Foundation Stage framework and is directly available to contribute to the welfare and safeguarding of the children
- devise systems to show the children engage in activities in each of the areas of learning on a regular basis and seek and share information with other settings the children attend
- increase knowledge of current Food Standards Agency regulations.

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

- increase the range of risk assessments and review 13/08/2009

regularly, with specific regard to the garden, sand pit, trampoline and children's access to the pets (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register)

- increase the range of risk assessments made for each type of outing and review regularly (Safeguarding and promoting children's welfare).

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The leadership and management of the early years provision

The childminder has made attempts to address previous recommendations and parents can be assured children are safer due to the actions taken, including the undertaking of a first aid course. However, some documentation requires further updating to reflect the changes in legislation to the EYFS and the detail in the accident records lack clarity to ensure children's well-being. Medication records are not confidentially maintained. Self-evaluation and knowledge of the detail in the EYFS is limited although the childminder has set some targets to improve her service in relation to children's learning. She is not aware of the need to register with the Food Standards agency. Risk assessments are maintained for some areas of the provision, including risks associated with temporary building work. These do not include sufficient detail for the use of the garden or trampoline, although there are a set of rules the childminder has made known to the children, or the potential hazards relating to children's access to the pets. Risk assessment have not been written for each type of outing. Consequently the childminder is inconsistent in the methods used to safeguard children.

Copies of the policies and procedures are made available to parents and effective partnerships are promoted through discussion to meet children's needs. Parents are encouraged to verbally share what they know about their child's developmental progress. Visits prior to the commencement of the placement ensure each child integrates at their own unique pace and inclusion is successfully promoted. The childminder has yet to develop meaningful liaison with other providers delivering the EYFS, such as, a day nursery children attend.

The indoor environment is child-friendly as the children play in the living room and eat meals or do creative activities at the dining table in the kitchen. A range of resources are presented each day and children choose what to use, such as, the xylophone or cars, but prefer to use their own initiative to instigate play by asking to play in the garden. Outdoor play is a feature and access to fresh air and exercise are successfully encouraged. Good hygiene practices are followed to prevent the risk of infection with individual colour coded flannels provided for each child.

The quality and standards of the early years provision

The childminder supports learning through a range of activities. Children are encouraged to be active and healthy and walk to school, learning road safety, counting and about nature on the way. Children's abilities are extended, although observation and assessment is not yet effectively used to ensure that children achieve in relation to all areas of learning on a regular basis and next steps have only recently been noted. Planning in the form of a routine and the daily outings is shared with parents. These include taking the dog for walks, or outings which provide opportunities for physical play in local parks or at a toddler group. Attendance at such facilities develops children's social skills as they learn to behave appropriately in public and share with other children.

Children develop a positive awareness of themselves and their needs through the support of the childminder. As babies their meals are provided by parents and later sandwiches and snacks are provided by the childminder, who is aware main meals will be taken at home. Drinks are provided throughout the day, with children having free access to their own beaker or cup. The children behave in ways that are safe for themselves and others, especially when toddlers are present and older children play with small resources at the dining table, as they know such toys may be dangerous. They are eager to play and learn in stimulating surroundings, especially in the garden where they can run or climb and slide. Children are aware of the rules they must follow to use the trampoline to ensure they are safe as they develop more skills. The well-stocked sand pit is not covered or included in the risk assessments to ensure it is clean for use.

Language is developed as the childminder constantly talks to the children, extending their learning and they copy words or smile in response. Children have access to a variety of books, including some with positive images of the diversities within society to create an awareness of differences and acceptance. Other resources and craft activities also promote awareness. Skills which children require for their future economic well-being are developed through playing with battery operated toys and old telephones. Children are supported to develop problem-solving and other mathematical skills and hear words as the childminder discusses the colour, size and shape of pop-up toys. They enjoy recorded children's television programmes as a special treat and request favourite programmes and sway to the theme tunes or songs. A wide range of craft resources are accessible and photographs in each child's development folder show children happily engaged in a variety of activities.

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?	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

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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:

- provide evidence of how a risk assessment of the premises and equipment is undertaken at least once a year or immediately where the need for assessment arises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 13/08/2009
- provide evidence that the outcome of complaints will be made known to parents within 20 days (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 13/08/2009

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:

- take action as specified in the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 13/08/2009
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints) 13/08/2009
- demonstrate how the childminding training already undertaken complies with the principles of the 'common core skills and knowledge for the children's workforce' by checking with the local authority or provide evidence of how you will obtain a relevant childcare qualification by the required date (Qualifications and training). 13/08/2009