

Inspection report for early years provision

Unique reference number	EY251865
Inspection date	03/06/2009
Inspector	Andrea Ewer
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 registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children, three of whom may be in the early years age group. She currently has two children on roll, one is in the early years age group.

The childminder lives with her husband and two children aged seven and 16 years old. They live in a house in Dunstable, Bedfordshire, close to local shops, pre-school, and schools. Care is provided on the ground floor of the home which includes a kitchen or diner, living room and cloakroom. Children share access to the garden for outdoor play.

The childminder is a member of the National Childminding Association. She holds a National Vocational Qualification at Level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children feel a sense of belonging in the homely environment where overall their safety is promoted. The childminder is developing her understanding of the Early Years Foundation Stage (EYFS) learning and development requirements by attending training workshops to support her to improve outcomes for children. Information about children is shared regularly with parents to keep them both fully informed, ensure children receive consistent care and are fully included. The childminder understands the importance of developing partnerships with others delivering the Early Years Foundation Stage to children she cares for. She does not yet evaluate her provision to identify strengths and priorities for improvement.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the EYFS to ensure the educational programme supports children to make progress towards the early learning goals in all areas of learning
- develop understanding and confidence in completing continual observational assessment in order to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- develop the use of self-evaluation to clearly identify what is being done well and priorities for development to improve the quality of provision for all children
- record details of fire evacuation drills including details of any problems encountered and how they were resolved.

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

- review the risk assessment to ensure children's continued safety following changes to the premises (Suitable premises, environment and equipment) 10/07/2009
- develop and implement a safeguarding procedure that includes the procedure to be followed in the event of an allegation being made against the childminder or household members (Safeguarding and promoting children's welfare) 10/07/2009

The leadership and management of the early years provision

Most records, policies and procedures required for the safe and efficient management of the setting are in place and fully inclusive for all who attend, including a procedure that informs parents how to make a complaint. Children's records include information that supports the childminder to meet their individual needs and contracts, policies and procedures set out what parents and the childminder can expect of each other. The childminder has a sound understanding of the signs and symptoms of child abuse and generally is aware of her responsibilities in protecting them from harm or neglect. She does not, however, have a written safeguarding children procedure in place which potentially compromises children's welfare. Overall, children's safety is promoted well. Effective measures are in place to minimise potential hazards and the childminder has conducted a risk assessment of the home, garden and for outings. She has not reviewed the risk assessment to take account of changes to the premises and does not record fire drills.

Although she continues to attend training courses to develop her professional skills and knowledge, the childminder has not yet developed systems to evaluate her provision and identify targets to improve the quality of provision for children. She has completed an introduction to EYFS training and continues to develop her understanding of the welfare, learning and development requirements and has secured a place on training in safeguarding children and physical play for young children.

Partnerships with parents are generally effective in ensuring children receive consistent care. Information is shared daily both verbally and in writing, as the childminder uses a daily diary to make sure significant information about children is passed to parents. She understands the importance of developing partnerships with others delivering the EYFS to children in her care.

The quality and standards of the early years provision

Overall children's welfare is promoted well. Children feel at home in the welcoming environment where they share friendly relationships with the childminder. They play comfortably in the generally well-organised space where furniture and equipment are safe and suitable for their purpose. The childminder holds an up-to-

date first aid qualification and the well-stocked first aid kit ensures children receive appropriate care in the event of minor accidents or illness. They start to learn simple good hygiene practices as part of daily routines. Posters remind children to wash their hands at appropriate times of the day, such as before eating and after visiting the toilet.

The childminder is developing her understanding of the learning and development requirements of the EYFS, however, she lacks confidence in some areas, such as which area of learning particular activities relate to. The recently introduced records of children's achievements are not yet sufficiently developed to show their progress towards the early learning goals or how the childminder plans for individual children's learning and development, based on their starting points and capabilities. As a result, occasionally activities are too advanced for younger children. The childminder does, however, use her knowledge of child development to provide suitable activities that build on children's interests and that they enjoy. For example, they talk on the toy telephone and respond appropriately to the childminder's questions about who they are talking to and what they are talking about. Children carefully put the pieces of the face on the potato shaped head and gain an understanding of letters as they handle the magnetic letters and the childminder sounds out the letters of their name. They develop social confidence during regular visits to toddler groups where they mix with other children, learning to share and take turns. Children feel valued as individuals and start to appreciate our similarities and differences. They play happily with toys and listen to stories that reflect themselves and people of various race, abilities and cultural backgrounds and the childminder provides activities that help them understand their own and the culture and beliefs of others. For example, children's religious and dietary needs are respected.

Regular daily routines and the childminder's consistent approach helps children feel secure. They respond well to the effective strategies used to manage their behaviour that takes account of their age and level of maturity. For example, the childminder distracts younger children from unwanted behaviour and uses simple explanation.

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:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 10/07/2009

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 early years section of the report (Arrangements for safeguarding children) 10/07/2009