

Inspection report for early years provision

Unique reference number	EY288438
Inspection date	22/12/2008
Inspector	Lindsay Hare
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 2004. She lives with her partner and child aged 14 years in Hoddesdon. The ground floor of the property is used for childminding and there is a secure outside play area. There are steps leading up to the entrance of the property. The family has one cat and one dog.

The childminder is registered to care for a maximum of five children and is currently caring for four children in the Early Years Foundation Stage (EYFS). The childminder works in partnership with parents. This provision is also registered on the compulsory and the voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are making satisfactory progress in their learning and development. A varied range of resources and activities ensure children receive enjoyable experiences in all areas of learning. However, there is no observational assessment system in place to identify where children are in their learning and their next steps. Inclusive practice is promoted to ensure that each child reaches their potential and children are becoming aware of the wider world through the festivals they celebrate and different foods they taste. Most of the documentation relating to the care of children is in place, although some policies and procedures lack detail and some consents have not been obtained. Children are generally kept safe from hazards within the home and the childminder is not fully up-to-date in her knowledge of safeguarding children. The childminder has identified the areas of the setting which need to be improved and has fully met the recommendations from the last inspection.

What steps need to be taken to improve provision further?

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

- develop knowledge of safeguarding children and update the policy
- devise a fire procedure and assess the risks to children in relation to the bathroom lock, unwound hose reel and hazards in the bathroom
- obtain written parental permission for transporting children and participating in outings
- keep an accurate record of attendance
- develop a system for observational assessment in order to identify where children are in their learning and development and the next steps.

The leadership and management of the early years provision

The childminder is able to verbally identify the strengths of her childminding practice and is aware of the areas in which she needs to improve, although she has not completed any form of written self-evaluation. She has highlighted her

need to attend further training relating to the EYFS. Children are well supported in their overall development by the childminder as she engages in their play and develops their language skills.

Children make satisfactory progress in their development and learning, although there is little observation or assessment carried out. Therefore, the next steps in children's learning are not identified or planned for. She communicates well with the parents and works in partnership with them by gaining information about each individual child's needs in order that she can provide for them. Information about the daily routine and care of the children is verbally shared with the parents. However, parents are not made aware of the procedure to follow if they have a complaint.

Children are protected as the childminder has a basic understanding of safeguarding children and the relevant literature is in place. Although, the childminder's knowledge is not fully up-to-date. Generally most hazards have been minimised.

The quality and standards of the early years provision

Children benefit from a varied range of opportunities that support them in making progress in their learning and development. Activities and experiences are provided in a flexible way to ensure that children's likes and interests are taken into account. The childminder does not observe the children participating in activities and therefore limited assessment means that the next steps for children are not identified and planned for.

The childminder ensures that children are offered a balanced range of activities and are encouraged to explore their environment. For example, they enjoy going for walks in the fields with the childminder's dog and jumping in puddles. They look for bugs, plant bulbs in the garden and have made a butterfly garden. They increase their physical skills when they visit the park and climb in and out of the tent and tunnels that the childminder sets up inside. Children are involved in caring for the childminder's dog and have visited the vet.

The childminder supports children well, participating in their play and offering cuddles. Children are active in their learning as they count how many plates they need for lunch and pay with money at the shops. Children build with bricks, they complete simple puzzles and shape sorters which are appropriate to their age. They match picture cards and talk about what they see when they go on walks. Children freely create, using glue and paint to make their own pictures. They enjoy dressing up, using handbags and hold tea parties for their teddies. Children dance, sing and use musical instruments.

The warm environment and sensitive support enables children to develop their independence. They are eager to tidy away the toys when asked and get their shoes when it's time to go out. They socialise with other children at the childminding group and are encouraged to share. Their daily walks, nutritious meals and snacks promote the children's understanding of having a healthy

lifestyle and the childminder respects parents' wishes regarding their child's diet.

Children are cared for in a generally safe, secure environment where most hazards have been minimised. However, there are potential hazards in the bathroom. Children have a good understanding of how to keep themselves safe. For example, they learn about simple road safety when out walking with the childminder and know why not to put small items into their mouth or ears. Although children practise the emergency escape in case of a fire, no fire procedure has been devised. The childminder has not sought parental consents to transport children in a vehicle, to take them on outings and does not keep an accurate record of attendance. She is aware of the need to update her knowledge of safeguarding children and to ensure that all persons living in the household are suitable.

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?	2
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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. 12/01/2009

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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. 12/01/2009