

Inspection report for early years provision

Unique reference number	EY290155
Inspection date	13/01/2009
Inspector	Josephine Mary Hammick
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 has been registered since 2004. She lives with her husband and two children aged 10 and 13 years in the city of Hereford. The whole of the ground floor of the property is available for childminding together with an upstairs bathroom. Access is via three steps on a downward sloping drive. There is a fully enclosed garden for outside play. The childminder uses her vehicle to take and collect children from local groups and schools.

The childminder is registered to care for six children at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has five children on roll, four of whom are in the early years age range.

The family have a guinea pig and two fish.

The childminder is a member of the National Childminding Association (NCMA), and supports children with learning difficulties and/or disabilities. She also supports children with English as an additional language.

Overall effectiveness of the early years provision

Sound knowledge of children's individual needs ensures that the childminder promotes all aspects of their welfare and most of their learning. Children are safe and secure and enjoy visits and outings into the local area to raise their awareness of the world around them. The partnership with parents and carers is sound and contributes to ensuring that the needs of all children are met and that they get any additional support they need. Children make steady progress, given their age, ability and starting points. Regular evaluation of the service ensures that areas for development are identified and acted upon, resulting in a service that meets the needs of all children and their families.

What steps need to be taken to improve provision further?

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

- consider how linguistic diversity can be valued and provide opportunities for children to develop and use their home language in their play and learning
- match observations to the expectations of the early learning goals
- ensure that parents are given free access to developmental records for their child
- improve further professional development in diversity, equality and anti-discriminatory practice.

The leadership and management of the early years provision

The childminder uses self-evaluation processes to identify areas for professional development. For example, she has enrolled in workshops, such as child protection and infection control. She has also formalised her knowledge of the Early Years Foundation Stage (EYFS) framework in order to update her knowledge and expertise. The childminder has enhanced her resources and equipment to accommodate personal preference. Toys are easily accessible for children and are kept in low-level storage units so that children can self-select. Other systems are in place to identify strengths, weaknesses and areas of development for planning improvements.

Written policies and procedures are in place to protect children, including child protection, equal opportunities and health and safety. They are well thought out and the childminder reviews them regularly to ensure their relevance to her current practice. For example, the equal opportunities and anti-discriminatory practice policy is promoted to ensure that all children and families feel included, safe and welcome. However, children whose first language is not English have few opportunities to use familiar words in the setting. Procedures to ensure that children's welfare is safeguarded are generally good. For example, doors are kept locked at all times and only named adults collect children. Hygiene procedures are sound, minimising the risk of cross-infection and accident procedures are followed vigilantly. Risk assessments are carried out and recorded on a daily basis, including those for outings, to ensure overall consistency.

Children's specific dietary requirements are respected, adhered to and recorded. Children bring in their own foods for mealtimes, including formula milk and weaning foods. The childminder also offers healthy snacks which are nutritionally balanced and low in fat, sugar and salt.

Parents are made to feel welcome and have opportunities to share information about their children on a daily basis through discussion. However, there are few opportunities for them to view or contribute to their child's learning record book. Feedback from parents is positive and they feel comfortable to share information with the childminder. The focus of communication is on children's welfare rather than their development. Starting points are identified on admission and observations carried out in order to monitor progress and plan for future learning. However, progress is not monitored towards the early learning goals.

The quality and standards of the early years provision

Children benefit from the childminder organising interesting activities and experiences. For example, they enjoy going to the childminder's support group to join in with large scale craft activities. They love playing with the play dough and mark-making with large chunky crayons. All children enjoy books and stories; they turn the pages and look at the brightly coloured pictures and predict the outcome, pointing out familiar objects. Children respond to the music and singing sessions, using the various musical instruments stored for easy access. Children enjoy the

repetition of rhyme and the beat of the percussion instruments. They love looking at the colourful posters on the wall and identifying familiar objects. Older children identify the days of the week and seasons of the year from the poster on the wall. The childminder uses domestic routines to develop their awareness and understanding of time, numbers, letters and shapes. The childminder knows the children's preferences well and therefore knows what will stimulate them to enjoy different experiences.

The childminder is sensitive to encourage babies' development and their independence is enhanced by helping them to feed themselves, and to help tidy away their toys at clearing up time. Older children are encouraged to wash their own hands before food, after using the lavatory and going outside. They are also helped to put on their own shoes and boots, coats and gloves.

Children have a well-balanced day and are able to explore and take part in a wide range of activities. For example, they enjoy painting, dressing-up and imaginative play. They particularly enjoy playing shops or caring for the dolls. Their achievements are displayed attractively around the kitchen. At other times, they are able to access quieter activities and when they are tired, have a rest or sleep. They make good use of the enclosed garden and enjoy being able to benefit from fresh air and the ability to let off steam. At other times they go for walks to the play park and use the large play apparatus, or they attend many of the local toddler groups in order to socialise.

Children respond well to the firm but fair behaviour boundaries set down by the childminder. The very young have a developing understanding of how to take turns and share. They know that they must be gentle with each other and to adhere to the simple 'rules of the house'. For example, they are learning how to evacuate the premises in the event of an emergency, and how to stay safe near busy roads.

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?	2
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

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