

Inspection report for early years provision

Unique reference number	EY290625
Inspection date	21/04/2009
Inspector	Barbara Walters
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 2004. She lives with her husband and three children aged 15, 12 and 10 years in the town of Keynsham in Bath and North East Somerset. The whole of the ground floor of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently minding two children under five on a part-time basis and at different times of the week. She also offers care to children over five years of age. The childminder walks or drives to local schools to take and collect children. She attends the local soft play, park and library. She is a member of the local childminder's group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are settled in the childminder's home and she is aware of their needs and embraces their individuality. She has a positive attitude to training to benefit children but has yet to develop system to enable her to evaluate her service and bring about improvements. Children benefit from a range of suitable toys and activities which they can easily access for independent learning. Their play is enhanced by experiences outside of the childminder's home.

What steps need to be taken to improve provision further?

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

- develop steps to monitor and evaluate children's welfare, learning and development and to help identify strengths and areas for improvement
- develop the use of observation and assessment to impact more effectively on planning and identify children's individual learning and development needs

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

- develop the child protection policy to include a procedure to be followed if an allegation is made against adults and share with parents (Safeguarding and promoting children's welfare)

05/05/2009

The leadership and management of the early years provision

The childminder shares informative policies and procedures with parents when children first attend so they are clear about the service provided. She has developed a sound relationship with parents and shares information about the children's activities and routines on a daily basis. The childminder is seeking support from the local authority to develop her understanding of self-evaluation to help her to identify her strengths and areas for development which will improve the quality of provision for all the children in her care. She has attended workshops on a regular basis to develop her knowledge, including training on the Early Years Foundation Stage. She has a positive attitude to training and to bring about improvement to benefit all children.

The childminder maintains a suitable environment for children. She has completed a full risk assessment of the home and outings and ensures that her home is safe for individual children by carrying out a daily check of the house and garden. The childminder demonstrates a sufficient understanding of child protection and retains detailed guidance to support her. However, the child protection policy does not contain a procedure to be followed in the event of an allegation.

The quality and standards of the early years provision

Children receive a varied range of experiences, both in the childminder's home and on daily outings. The organisation of the day provides children with a balance of activities to support their differing needs. For example, active and quiet time, opportunities to play indoors and to explore the outdoors are all provided for. Children enjoy visiting a variety of places of interest such as the library, parks and post office and take regular nature walks around the local community, where they use picture cards to explore their environment. Children choose their own resources to investigate play as the toys are placed around the living room for easy access. The childminder is aware of children's interests and provides appropriate activities for their enjoyment. For example, children enjoy splashing in water and exploring the feel of wet tissues and brushes on their face. Their independence is developing well as they express their needs to the childminder and ask for what they want to play with. The childminder has begun to undertake observations of children's progress which include both photographic and documented evidence. Currently these are not matched against the early learning goals in order to identify the next steps in children's learning and developmental needs. Consequently, children's progress in the six areas of learning is not consistent.

The childminder maintains a safe environment for children. She has assessed her home for potential risk and has put steps in place to minimise hazards. For example, children are constantly supervised when in the garden and they learn how to keep themselves safe by regularly practising an emergency evacuation procedure. Parents are reassured in the event of a potential emergency as the childminder has an accident procedure which includes the assistance of another childminder who the parents know well. Children are gently reminded to share their toys with others and they develop an understanding of caring for each other

when out of the house. Children are offered choices or healthy snacks provided by the childminder. They are gently reminded to take a drink regularly to quench their thirst.

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:	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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