

Inspection report for early years provision

Unique reference number	EY292913
Inspection date	27/01/2009
Inspector	Hazel Christine White
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 was registered in 2004. She lives with her husband and two children aged 10 and 7 yrs in a residential area in Hinckley in Leicestershire. The property is easily accessible. The whole of the premises, with the exception of the main bedroom, is used for childminding. There is a fully enclosed garden available for outside play. Children are also taken on local outings to parks and regularly attend local carer and toddler groups. The family has two dogs, two hamsters, a rabbit and a guinea pig.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), both of whom attend on a part-time basis. The childminder also offers care to children aged over five years. There are currently seven children attending after school, two of whom are under the age of eight years.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She is a member of the National Childminding Association and has a Level 2 early years qualification.

Overall effectiveness of the early years provision

Children are settled, safe and secure. The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). She promotes children's welfare and learning successfully and meets their individual developmental needs well. She has a proactive attitude towards inclusion and continues to develop her practice to ensure that all children are valued. Information obtained from parents enables her to meet children's different needs, although they do not fully contribute to assessments. The childminder demonstrates a commitment to continuous improvement, all required documentation is in place and well maintained, although minor amendments are required to ensure that the EYFS requirements are fully met.

What steps need to be taken to improve provision further?

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

- extend knowledge of the investigation procedure for complaints received in writing from parents
- ensure that parents have regular opportunities to contribute to assessment records.

The leadership and management of the early years provision

The childminder provides a welcoming, safe and secure environment. She is fully aware of her responsibilities with regard to safeguarding children and has attended training. A clear policy shared with parents ensures that they know her role in protecting children from harm. Visual checks are carried out on a daily basis, before the children arrive, to ensure areas and equipment are safe. A record of the risk assessment is kept and is regularly reviewed and updated. Parents are made aware of the complaints procedure should they wish to raise a concern. Although the childminder has a system for logging complaints, she lacks understanding of how to investigate and respond to a parents written complaint. All other records required for the safe and efficient management of the provision are in place and are well maintained.

Parents are provided with good written information. Initially they are shown a well-written portfolio containing information on the childminder and her family, policies and procedures, references, police clearance, public liability insurance, National Childminding Association membership and examples of activities children take part in. A good settling-in procedure is arranged with parents to ensure that each child feels a sense of belonging. The childminder provides parents with a daily journal and individual books containing observations, assessments, photographs and the next steps in the child's learning. Parents, however, do not contribute to these records to help build on what they already know.

The childminder has a good knowledge and understanding of child development and has an early years qualification. She is beginning to reflect on her practice and demonstrates a clear commitment to continual improvement to develop her provision further. For example, she has completed a self-assessment in order to identify areas of improvement and has attended a range of short courses.

The quality and standards of the early years provision

Children are making good progress in their learning. They have access to a wide range of toys and activities that meet their developmental needs. Children move freely between rooms and independence is encouraged as they self-select from boxes stored at a low level. The childminder supports children in their spontaneous play and creates a stimulating environment in which children have fun. Planning, observations and assessment effectively support children's learning and development. She keeps photographic evidence in individual books and records achievements, acknowledging which of the six areas of learning that this links to. Children's next steps' are also recorded.

Children are happy, settled and secure. They enjoy lots of outdoor play which ensures that they take regular exercise and get plenty of fresh air. Children play in puddles and use spades to dig in mud. They roll about in the snow and make dens from wood and leaves in the park. Indoors they dance to music, sing songs and rhymes and have great fun playing a parachute game. The childminder encourages language development as she reads stories to the children and asks them

questions. They are learning to count every day objects and name shapes and colours as they play. They explore and investigate nature and wild life. Herbs, sun flowers and bulbs are planted in the garden and houses are made for snails. Children visit farmers markets and continental fayres whereby they learn about different foods and the care of animals.

The childminder provides an inclusive environment where each child is valued. She consistently praises their efforts, which enhances children's self-esteem and confidence. Children play together happily, they are beginning to learn about sharing and taking turns because the childminder offers gentle encouragement that promotes positive behaviour. They are developing an awareness of diversity and have access to resources that reflect positive images. Children have practised Chinese writing and experienced using ink to do this. They dress up in sari's and have stories about different cultures and traditions.

The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. Small toys are stored at a level that only older children can reach. Space is used effectively when young and school aged children are present at the same time. Older children are aware that it is dangerous for young children to play with small toys. They practise the emergency evacuation procedure and understand the importance of using patrolled crossings when crossing the road.

Children's health is suitably promoted and satisfactory hygiene procedures are in place to prevent the spread of infection. They are familiar with hand washing routines to help prevent the spread of germs. Good information is shared about children's dietary needs to ensure that they can eat safely. Children enjoy packed lunches which their parents have provided. The childminder ensures she can respond appropriately if a child becomes ill or has an accident and she has completed a relevant first aid course.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.