

Inspection report for early years provision

Unique reference number	EY295272
Inspection date	11/05/2009
Inspector	Anna Davies
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 two children aged nine and 11 years in a village close to St.Ives, Cambridgeshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level and there are downstairs toilet facilities.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time. There are currently five children on roll, three of whom are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register, offering care to children aged over five years to 11 years. The house is within walking distance of local amenities such as schools, shops and parks. The family has a pet dog and three cats.

The childminder is a member of the National Childminding Association (NCMA) and is working towards the Early Years and Childcare Quality Framework.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder ensures that a safe, comfortable and clean environment is provided for all children, which supports their welfare needs. Most of the required documentation to promote and enhance children's safety and welfare is in place. The childminder provides a suitable range of activities to help them make sound progress in their learning and development and assessment procedures are generally effective. The childminder communicates regularly with parents to enable her to meet children's individual needs and ensure that they are kept appropriately informed of issues in relation to their child's care and learning.

The childminder has satisfactory systems of self-evaluation in place and is able to identify the strengths of her provision and some areas she wishes to develop in the future.

What steps need to be taken to improve provision further?

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

- develop assessment procedures, this relates to gathering more regular observations on children's learning and ensuring that they cover all areas of learning in order to effectively monitor the progress children are making
- develop systems of self-evaluation, this relates to identifying specific priorities for improvement and further development, stating how these will be achieved and how the impact on children will be assessed
- extend the range of toys, resources, images and activities that help children to embrace diversity.

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

- carry out a full risk assessment for each type of outing undertaken with children (Safeguarding and promoting children's welfare) 01/06/2009
- provide clear information to parents in relation to dealing with concerns and complaints (Safeguarding and promoting children's welfare). 01/06/2009

The leadership and management of the early years provision

The childminder organises her home to ensure that children have opportunities to choose their play and be independent. For example, some toys are rotated throughout the week whilst favourite toys are stored in a storage box for the younger children to continuously access. Daily routines take account of children's individual needs, providing activities within the home and opportunities to visit local groups and places of interest to further enhance the range of activities and experiences offered to children. However, the provision of toys, resources, images and activities that help young children to embrace diversity, is more limited.

The childminder has brief written policies in place which are shared with parents and other pertinent information such as the procedures to be followed if a child is not collected or is lost, is shared verbally with them. However, the information shared with parents regarding complaints procedures is very brief and less clear with regards to details about the process for dealing with and recording them and the timescale within which parents can expect a response. Daily diaries enable information to be passed on to parents about their child's day and children's assessment booklets are shared so that parents are aware of their children's learning and next steps.

Children are appropriately safeguarded. The childminder demonstrates a secure understanding of the signs and symptoms of child abuse and the procedures to follow should she have concerns about a child in her care. She ensures that children are well-supervised and conducts annual, monthly and daily risk assessments to ensure that potential risks to children's safety are identified and minimised. For example, children are prevented from accessing the bottom of the large garden so that they can remain well-supervised and the childminder is organising building work that is being carried out at her premises to ensure that children's safety is promoted. The childminder carefully considers the risks of each outing she takes the children on and has records of risk assessments for some of the places she visits. However, they are not in place for all types of outings undertaken with the children.

The childminder is currently expanding her premises in order to offer children more space and specifically, designated space for art and craft and messy activities. The childminder has suitable systems of self-evaluation in place which have enabled

her to identify the key strengths of her provision. However, these systems are less clear in identifying specific priorities for improvement and further development.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care and are confident to access the toys and resources available for them. Children receive praise and encouragement from the childminder, for example, when they solve problems in their play which helps them to feel valued and promotes their self-esteem. The childminder interacts effectively with children promoting their communication, language and literacy skills as they complete puzzles, for example, by repeating the names of colours and shapes as well as the letters in children's names as they mark make on the 'aqua' mat. The childminder has begun to keep Early Years Foundation Stage assessment booklets for individual children. She records some observations of their learning and uses these to identify children's next steps to ensure that they make suitable progress. However, observations are not yet conducted regularly enough and do not cover all areas of learning in order that they are completely effective in monitoring children's progress across all six areas of learning.

Children's independence is promoted by the childminder who enables them opportunities to problem solve and encourages children to have a go before offering her support. For example, they take time to work out where the ball has come out of the ball run, lifting and tipping the toy until they find it. They take an interest in living things such as the families pet dog and the eggs that the children are hatching in the home made incubator. They visit local places of interest such as the zoo park and farm and go for walks to appreciate local wildlife in the surrounding area. Children have opportunities to socialise with others as they regularly visit other local groups. They enjoy regular physical activity such as using play equipment in the childminders spacious garden and soft play, indoor tents and ride on toys at local groups. Children's creativity is encouraged through painting, playdough, drawing and dressing up activities.

Children learn how to keep themselves safe as they are gently reminded about putting toys with moving parts in their mouth and learn about road safety when out and about with the childminder. Personal hygiene is adequately promoted as children are encouraged to wipe or wash their hands after visiting the toilet or eating. The use of individual hand towels for drying children's hands and hygienic nappy changing procedures are effective in reducing the risk of cross-contamination. Children are able to help themselves to drinks from their beakers at all times which promotes their good health. Meals are provided by the parents or the childminder if required. The childminder ensures that all snacks and meals she provides, promote healthy eating. She discusses 'five a day' with children and talks to them at mealtimes about the importance of eating fruit and vegetables to promote their good health. The childminder is respectful of parental wishes regarding dietary requirements. Suitable procedures are in place for recording accidents and any medication administered and the childminder has recently renewed her first aid qualification to ensure that she is able to respond appropriately if a child has an accident in her care.

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

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:

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:

- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints).

01/06/2009

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 compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints).

01/06/2009