

Inspection report for early years provision

Unique reference number	EY299842
Inspection date	26/02/2009
Inspector	Shirley Ann Jackson
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 registered in 2005. She lives with her husband and children aged 11 and four years. The family live in the Linden area of Gloucester. The whole of the property is used for childminding, at the childminder's discretion. There is a garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years. She is registered on the Early Years Register and there are currently three children on roll aged from 11 months to three years. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder can support children with learning difficulties or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder promotes most aspects of children's welfare with success, ensuring they are well cared for. She recognises that each child is unique and manages their care needs effectively. However, she has not planned for individual children to follow their interests and is not using information from observations of them at play. The childminder has positive working relationships with parents and carers and recognises their role as central to their child's well-being. The childminder does not have any systems in place to help her to identify strengths and areas for development.

What steps need to be taken to improve provision further?

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

- ensure that smoke alarms are present on each floor and that they are maintained in working order
- put systems in place to monitor and evaluate the provision and consider involving children and parents in this process

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

- develop understanding of the complaints and safeguarding procedures (Safeguarding and welfare) 02/03/2009
- undertake sensitive observational assessment in order to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 31/03/2009

The leadership and management of the early years provision

The childminder's home is effectively organised to give children some choice in their play and resources. The childminder has produced some brief written policies and procedures which reflect her practice. However, her knowledge and understanding of new procedures for dealing with parental complaints is not secure. All required documentation relating to children's welfare is in place and is well maintained. The childminder has completed brief risk assessments of her home, garden and for outings taken with the children. However, she has not identified that there are not working smoke alarms on each floor of her home. The childminder has a sound knowledge of the indicators of abuse and neglect, but is less secure about how to deal with any concerns.

The childminder holds a level three qualification in childcare. She uses her experience to offer care based on children's individual needs and routines. The childminder promotes children's health through established routines. For example, children willingly wash their hands after using the toilet and dry them on an individual towel. Parents are informed of the importance of keeping sick children at home.

Partnerships with parents and carers is sound. On initial visits parents share the childminder's information folder and are able to discuss its contents. Ongoing information is then shared through daily diaries and informal feedback at the end of the day. The childminder has made a number of improvements since her last inspection. Children's welfare is promoted as premises are secure and the childminder has obtained written parental consent to seek emergency medical advice or treatment. The childminder has put in place a small treasure box with natural materials to begin to develop young children's sensory development.

The quality and standards of the early years provision

Children settle quickly with the childminder and are soon happily involved in activities. The childminder is on hand to offer encouragement, help and to ask them questions to build on their knowledge and understanding. The childminder is not adequately confident with the new curriculum to enable her to offer challenging learning and development experiences, tailored to children's individual needs. The childminder offers a range of experiences and activities to the children. However, these are not individually planned to ensure that activities are appropriate to each child's stage of development, nor are they evaluated to ensure that all areas of learning are covered. Systems are in place to observe children and to chart their progress, but this is not linked to the guidance nor does it identify the next steps in the children's learning.

Young children have a strong exploratory impulse, for example, crawling around the available space. They feel safe and secure within the healthy relationship they have with the childminder. Children have a warm relationship with the childminder, confidently talking to her as they play. They also have caring relationships with one another, for example, a child talked about a baby putting 'everything in his mouth'.

Children have opportunities to make marks, such as, painting and colouring, but some of this is not appropriate, for example, copying over lines on a printed sheet. Children are beginning to understand variations in size, for example, talking about the toy pirate being 'too big' to go into the toy aeroplane. Children have opportunities to enjoy physical activity with visits to the park, walks in the local area and opportunities to play in the childminder's garden, but these events are not regularly planned for.

Children begin to learn about safety as they take walks in and around the local area. They have talked with the childminder about using the telephone to contact the emergency services and older children know their home address. The childminder has thought through a fire evacuation procedure but this has not been practised with the children. Children are offered a healthy choice of meals during the day. Children build secure relationships with the childminder and their behaviour is generally good.

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:

Met

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

Met

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.