

Inspection report for early years provision

Unique reference number	EY302137
Inspection date	09/01/2009
Inspector	Georgina Walker
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 2005. She lives with her husband and children aged five and three. The whole of the ground floor and rear bedroom and on-suite bathroom upstairs in the childminder's home is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is over a threshold strip but there are steps to the rear of the premises.

The family has a rabbit and gold fish.

The childminder drives to the local school and pre-school to take and collect children. She attends the local parent, carer and toddler group and takes children to the library and local parks. She verbally shares and/or seeks information in partnership with other early years settings the children attend.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for four children at any one time and is currently minding six children, four in the early years age range. The childminder holds an early years childcare qualification. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

A stimulating range of experiences are provided for children in the Early Years Foundation Stage (EYFS), however the planning, assessment of the learning and development requirements and systems for sharing information are not yet robust. A safe and welcoming environment is created to ensure all children are happy and enjoy their time with the childminder. Sound relationships are formed with parents and carers although some initial detail of development is only verbally sought and shared, the welfare of the children is promoted. An extensive range of policies and procedures are provided for parents to retain, however this does not include one regarding concerns and complaints.

What steps need to be taken to improve provision further?

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

- devise methods to ensure the educational programme includes all areas of learning on a regular basis and the assessment arrangements and systems for sharing information are robust
- develop further the risk assessments for specific outings.

The leadership and management of the early years provision

The childminder has successfully addressed the previous recommendation to ensure children's well-being in the event of an accident and records contain relevant detail to assist in protecting children. Permission for seeking treatment in

an emergency is recorded on a number of documents, including those for use when on outings or the school run. Information in the form of the Ofsted poster was provided for parents in respect of making complaints. The childminder's desire to improve her care of the children is demonstrated in the number of training sessions she has attended, including risk assessment procedures, which are generally very comprehensive and well documented. However, more detail is required to fully protect children on specific outings. Verbal self evaluation is effective and targets to improve have been set, especially with regard to the learning and development aspects of the EYFS. Parents are encouraged to verbally share what they know about their child's developmental progress. Visits prior to the commencement of the placement ensure each child integrates at their own unique pace and inclusion is successfully promoted. The childminder has yet to develop meaningful liaisons with other providers delivering the EYFS, including the local school and pre-school. Very good hygiene practices are meticulously followed to prevent the risk of infection and children confidently choose their own flannel each day in the bathroom. The childminder has undertaken a food hygiene course to promote good practices and has instigated meticulous charts of checks of hot food and the refrigerator. The indoor environment is very child-friendly as the children have access to resources in both the front lounge and rear conservatory, used as a play and dining room. Resources are presented to ensure children can freely access them which leads to using their own initiative to instigate play. Outdoor play plans include using wheeled toys and throwing and catching balls or bean bags.

The quality and standards of the early years provision

The childminder supports learning through an extensive range of activities, including outings such as going on the bus to the library during 'national book week' and opportunities for physical play in local parks. The resources presented are rich in variety and swapped from a further supply stored in the garage. Children's abilities are extended, although observation and assessment are not yet effectively used to ensure that children achieve in relation to all areas of learning. Planning is informal, with themes, celebrations and festivals successfully integrated into, the activities as seen in photographs which are shared with parents. The observations recently started indicate not all areas of learning are covered on a regular basis.

Children develop a positive awareness of their needs through the support of the childminder. The children are aware of how to behave and share with the wide age range of children who attend. They are eager to play and learn in stimulating surroundings, including the adults present in their role play such as 'visiting the doctors' with their doll in the pushchair. Children make decisions about their play including which room they wish to be in as they go to the 'shop' in the front lounge. They choose snacks from a range of healthy options and enjoy a bagel and juice at snack time. Water is available throughout the rest of the day to meet individual needs. Language is very well developed as the childminder constantly talks to the children, extending their phonic sounds and learning and they share information with enthusiasm. Children have access to an interesting variety of books, including those they choose at the library.

Children are supported to develop problem solving and other mathematical skills. They use words spontaneously when discussing the colour, size and shape of food as they play with the shop or count confidently as they pretend the doll is walking upstairs to bed. Children use tools with dexterity as they wrap the blood pressure band around the doll's arm or listen to the doll's chest at 'the doctors'. They develop a sense of caring for creatures from the natural world as they are aware the rabbit and fish require to be fed, as are the ducks at the local pond. They learn skills for their future as they use the rich variety of role play resources. Children are encouraged to learn about safety and be active and healthy and join in a 'national safety week'. The children know the expectations of the childminder, especially when walking that they hold hands to keep all the children safe. The children behave in ways that are safe for themselves and others, especially when moving between the rooms and when accessing the car for school journeys. They laugh as they play and have good imaginations, developed with the support of the childminder who provides dressing up clothes, especially heeled shoes, to extend the role-play resources.

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?	3
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?	2
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

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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:

- provide parents with written procedures for dealing with concerns and complaints 26/01/2011

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:

- provide parents with written procedures for dealing with concerns and complaints 26/01/2009