

Inspection report for early years provision

Unique reference number	EY302545
Inspection date	25/11/2008
Inspector	Tessa Margaret Betts
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 three children aged 11, 10 and six years. All areas of the bungalow are used for childminding with the exception of the main bedroom and her eldest child's bedroom. There is an enclosed garden for outside play. All facilities for children are on the ground floor and accessible by a side door. The family keep chickens and birds in an enclosed area of the back garden and have a dog as a family pet.

The childminder is registered to care for a maximum of five children under the age of eight years at any one time. She is currently minding 13 children on a part-time basis, five of whom are in the early years age group. She is on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The childminder is developing links with the local schools and nurseries to support the care she provides for children. She is also a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). Children are treated as individuals in this homely environment, where they enjoy positive relationships with the childminder. Children make good progress in the learning and development through the stimulating range of activities provided and the childminder's ongoing commitment to improving her provision. Children's welfare is generally promoted well, however some aspects of documentation and practice are not yet fully secure.

What steps need to be taken to improve provision further?

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

- ensure further support for children in making healthy choices about the food they eat, ensuring that effective practice is reflected in the written policy provided for parents
- improve the accuracy of information contained in the complaints procedure and ensure this is shared with parents.

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

- maintain a record of the written risk assessment which covers all aspects of the environment in order to identify hazards and ensure they are regularly reviewed (Suitable premises, environment and equipment).

23/12/2008

The leadership and management of the early years provision

Children's welfare and learning is well promoted through safe, secure and familiar routines. This is further enhanced as the childminder continues to update her professional knowledge and skills. She has recently updated her first aid certificate and is making good use of the EYFS guidance documents to improve outcomes for children. Useful information is obtained from parents at the start of all childminding arrangements and is used by the childminder to plan and provide care and learning that meets children's individual needs. Effective systems are in place to share children's progress towards the early learning goals with parents both informally, through daily discussion and more formally, through written records. Records, policies and procedures that support the childminder to promote positive outcomes for children are generally well maintained. Whilst the childminder is able to provide a safe environment within the home and is aware of the potential risks, she has not devised a written risk assessment in line with the legal requirements. She is vigilant in her supervision, recognising the vulnerability of young children. Parents have access to Ofsted's contact details through a poster displayed in the hallway, however they are not accurately informed in her written policies that it is Ofsted who should be contacted if a concern arose or how any complaint would be handled.

Children's welfare is actively promoted and safeguarded. The childminder is able to protect children from harm or neglect as she has a good understanding of the Local Safeguarding Children Board procedures and the signs and symptoms of child abuse. All checks on adults in the household have been completed, providing reassurance to parents that they are suitable to have regular contact with their children. The childminder is beginning to implement effective systems to monitor and evaluate her childminding provision. A previous recommendation has been addressed and she has found the process of self-evaluation beneficial in identifying what she does well and what steps she needs to take to secure further improvement. This positive attitude shows a strong commitment to maintaining continuous improvement in the future.

The quality and standards of the early years provision

Children are motivated and as a result make good progress in their learning and development from an early age. The childminder is developing her knowledge of the EYFS to ensure children experience a meaningful range of adult-led and child-initiated activities. Activities are provided that build on the children's interests. The childminder effectively gathers information from parents and uses her own early observations to identify children's starting points. This information is then acted upon to plan appropriate activities to support their growing development. Young children are interested in the play resources available and through discussion the childminder is able to identify the learning intention. For example, as they master the ability to press buttons on toys to see what is inside them; their skills are extended as they attempt to turn a large plastic key. Colourful educational posters displayed at child-height in the conservatory and accessible storage contributes to the inclusion of all children so that they benefit from this learning environment. All

areas of learning are skilfully woven into routine and planned play activities. For example, older children enjoy impromptu role play where they recreate a doctor's surgery. Children use language to express their feelings, use technology to listen to their bodies, learn about a healthy lifestyle and care for each other. Through planned cooking activities, children become familiar with numbers as they weigh and add ingredients. Systems to observe and assess children's progress are effective to ensure all children receive an enjoyable and challenging experience. Parents are encouraged to share in this process through daily diary and informative scrapbooks detailing children's progress. The childminder's own practices are appropriately adapted to ensure their inclusion such as ensuring good eye contact and clear speaking when communicating with a child.

Good use of space and resources indoors ensure children have the opportunity to play and rest safely. Simple house rules which promote a safe, happy and relaxed household are shared appropriately with older children. Fire drills are practised so that children are familiar with how to evacuate the premises swiftly. Good hygiene procedures consistently applied by the childminder contribute to maintaining a healthy environment. Children follow this example as they rigorously wash between their fingers and talk about getting rid of germs with increasing confidence. Appropriate action is taken to deal with minor accidents as the childminder maintains a well stocked first aid kit. Children currently bring packed lunches and snacks from home. Although the childminder understands what children should eat to promote and maintain their good health, some children are not able to develop healthy eating habits from an early age. The written policy and informal discussions have not yet been fully effective in encouraging all parents to provide suitable options. Children's behaviour is good. Children benefit from the positive example set by the childminder. Issues of unacceptable behaviour are addressed at the time in an age-appropriate manner so that children learn the difference between right and wrong.

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?	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

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:

- devise a written statement of procedures to be followed for the protection of children (Arrangements for Safeguarding Children). 23/12/2008

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:

- devise a written statement of procedures to be followed for the protection of children (Arrangements for Safeguarding Children). 23/12/2008

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.