

Inspection report for early years provision

Unique reference number	EY302848
Inspection date	27/04/2009
Inspector	Melanie Calway
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 three children, aged eight, 12 and 13 in a small village on the outskirts of Wisbech. The whole of the ground floor of the childminder's house is used for childminding, with the exception of the master bedroom. There is an enclosed garden for outside play. The family has a horse, chickens, two dogs, two cats and a rabbit.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder takes and collects children from local schools and pre-schools. She takes children on regular outings to different groups, including singing and movement, and visits a local childminding group.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children benefit from a welcoming environment and have established positive relationships with the childminder. The childminder obtains information about their individual needs and preferences so that she can care for them effectively and adapts aspects of her practice to meet their needs. Information is exchanged with parents on a regular basis and she has good links with the local pre-school. The childminder is beginning to identify some weaknesses in her practice. She seeks out training to develop areas in which she needs to improve and attends a local childminding group, which provides opportunities to discuss good practice with other childminders.

What steps need to be taken to improve provision further?

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

- develop the planning so that observation and assessments are used to identify learning priorities and plan relevant learning experiences for each child.

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

- identify in the risk assessment aspects of the environment that need to be checked on a regular basis and take steps to ensure that hazards to children are kept to a minimum, with particular reference to the garden (Suitable premises, environment and equipment)
- carry out a full risk assessment for each type of outing

25/05/2009

25/05/2009

(Safeguarding and welfare).

The leadership and management of the early years provision

Children's welfare, care and safety are suitably promoted. Most of the required documentation is in place for the safe and efficient running of the service. Some useful policies and procedures have been developed and these are shared with parents when they start, along with evidence of checks and training courses attended. Most of the required permissions are in place. The childminder shares information with parents on a regular basis about their children's care and learning and encourages them to share their own knowledge of their children's development. Information about children's activities and the current topic is also shared with parents. Systems to evaluate her practice are not yet fully in place and the childminder is awaiting training on this issue. She is beginning to identify some weaknesses and uses training opportunities and her links with a local childminding group to help to develop and improve her practice. Issues from the last inspection have been satisfactorily addressed.

The premises are secure and appropriate safety measures are in place such as socket covers and stair gates. Children do not normally access the kitchen and the family dogs are kept separate either in the kitchen or the family garden. A record of safety checks is kept and reviewed every term. The childminder also makes daily visual checks. However, the risk assessment is not an effective tool in identifying all hazards, particularly in the garden. Children are protected from the risk of fire as smoke alarms are fitted and tested regularly. An evacuation plan is displayed and the childminder knows how evacuate in the event of a fire. Children learn how to keep safe as the childminder discusses road safety issues with them and reminds them to 'stop, look and listen'. However, a full risk assessment is not carried out for each type of outing undertaken to ensure that all risks for each type of outing are identified and minimised. Children are safeguarded from the risk of neglect or abuse as the childminder has attended training to ensure that she understands her responsibilities and would take appropriate action if she had a concern about children's welfare. She has the necessary information to hand to make a referral if necessary.

The quality and standards of the early years provision

Children are settled and happy in the childminder's care and she has built positive relationships with them. Children are provided with a range of appropriate activities, including regular outings to a physical play session, a singing group and a local childminding group, which help the children to socialise. In the home they are able to choose and freely access resources, which are organised on low shelving, in the play room. The childminder adapts routines to meet children's individual needs and to help children, who have difficulty settling in unfamiliar environments. She has started to make observations of children's play and learning and keeps these in folders along with photographs. She has begun to identify some next steps for individual children to extend their learning and to help them to

progress. The childminder organises her planning around themes such as 'growing' or 'animals'. Planning is done as a group exercise with other childminders and is not based on observations of individual children. As a result the planning process does not take into account the achievements, interests or learning priorities for each child. The childminder supports children as they play, chatting with them to promote their language skills. Details of specific words used by children are obtained from parents so that the childminder can aid their communication and help them to feel welcome and included in the setting. The childminder counts with children as they play and provides opportunities to extend their mathematical skills. Children can move freely in the setting and play in the garden where they are able to develop physical skills. Physical development is also aided by trips to the local park and a group physical play session. Children learn about the world around them through visits to a local farm and some of the planned topics. There are some opportunities for children to be creative with craft activities such as collage and drawing. Children develop independence skills as they choose resources and help to tidy the toys away. The childminder gives children plenty of praise and reassurance and uses a sticker system to reward them for helpful behaviour.

Children's health is promoted well. Good hygiene procedures are in place. Children have individual flannels to dry their hands to minimise the risk of cross-infection and there is a well stocked nappy unit available for changing nappies. Children have a healthy snack such as bread sticks or fresh fruit and the childminder works with parents to encourage them to provide healthy food and drink. Children can easily access their drinks which are kept on a low table in the play room. The childminder discusses some safety issues with children, such as road safety, when they are out to enable them to learn how to keep themselves safe. Children's behaviour is managed in a positive way through praise and rewards which helps to develop their confidence and self-esteem. The childminder communicates well with parents and a behaviour policy keeps them informed about her approach. Children are happily occupied in the setting and are learning skills for the future as they learn to be independent and form relationships.

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?	2
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?	2
How well are children helped to enjoy and achieve?	3
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?	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 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:

- take action as identified in the Early Years report (Suitability of Premises and Equipment)

25/05/2009