

Inspection report for early years provision

Unique reference number	EY304580
Inspection date	24/03/2009
Inspector	Zahida Hatia
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 2005. She lives with her husband and two children aged twelve and six years. The family live in a three-bedroom house in Hucclecote, on the outskirts of Gloucester. The whole of the house is registered for childminding and there is a fully enclosed garden to the rear of the property for outside play. The family have a cat and some goldfish.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of five children under the age of 8 years. Care is provided on a full and part-time basis throughout the year. The childminder currently has six children on roll on a part time basis, three of whom are in the early years age group.

The childminder is a member of the National Childminding Association. The childminder provides a drop-off and collection service for minded children who attend the local primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has established sound partnerships with parents. She supports every child so that no group or individual is disadvantaged. Children are making good progress in their learning and development. Individual needs are routinely met as the childminder has a sound understanding of the EYFS, children's stages of development and unique interests.

Children's welfare is promoted, as healthy meals and snacks are provided appropriate to their individual dietary needs. Children are protected from illness and infection through consistently applied hygiene procedures for hand washing and nappy changing. The childminder ensures safeguarding procedures are implemented. However, not all required records are maintained. Self evaluation and monitoring processes are not fully developed, limiting the childminder's opportunities to identify strengths and areas for further improvement. Since registering as a childminder she has undertaken training from her local authority which demonstrates a capacity and commitment to improve.

What steps need to be taken to improve provision further?

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

- develop and implement procedures for observation and assessment in order to identify clear learning priorities and plan relevant learning experiences for each child
- encourage a culture of reflective practice, self evaluation and informed discussion to clearly identify the provision's strengths and priorities for development.

- maintain developmental records for each individual child and ensure parents are given access to the records, for example, the EYFS profile.

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

- keep a record of the risk assessments for the home, garden and outings; and review regularly in order to identify aspects of the environment that need to be checked on a regular basis; so that all reasonable steps are taken to ensure that hazards to children are kept to a minimum (also applies to the both parts of the Childcare Register) (Documentation) 24/04/2009
- ensure a written procedure is in place for dealing with concerns and complaints from parents and keep a written record of complaints and their outcomes. (Safeguarding and Welfare) (also applies to the both parts of the Childcare Register) 24/04/2009

The leadership and management of the early years provision

Overall, children are safeguarded and their welfare is promoted. The policies and procedures required for the safe and efficient management of the setting are implemented and shared with parents verbally. Appropriate supervision, a clear outings policy and internal safety measures, including smoke alarms, secure entrance doors and gates, ensure that children remain safe. However, this is not supported by detailed written risk assessment records as required by the Early Years Foundation stage framework (EYFS). The childminder maintains the safety of children and ensures the suitability of adults looking after children or having unsupervised access to them.

The childminder has begun to reflect on her practice through observing children and identifying areas to develop based on their interest and needs. However, self evaluation and monitoring processes are not sufficiently developed to identify strengths and areas for further improvement in all areas of the provision. Therefore parents do not have any feedback on their children's development to comment on. The childminder has attended all required training courses including Introduction to Childminding Practice and Paediatric First Aid. She is pro-active in ensuring she is accessing local authority training and workshops when necessary. The childminder recognises the benefits of obtaining further training as it can improve the provision for children.

Partnerships with parents and others are sound. Effective systems for sharing information are in place; however parents are not currently involved in reviewing or contributing to information about their child's continuous learning and development. Information is gathered from parents when a child starts and during the settling in period. This information is used by the childminder to ensure a clear understanding of children's individual needs and interests and that they are met.

Children's progress is not always formally monitored or documented by the childminder; however, she has a clear understanding of their individual level of achievement. The childminder is in the process of developing a record of children's individual achievements and development.

Inclusive practice is promoted so that all children have their welfare needs met and are able to achieve their full potential regardless of their background. The childminder has developed links with local primary schools and play groups to ensure effective communication between parents and the school in order to support the transition to school when children are ready to move on.

The childminder has fully addressed the recommendations from the last inspection. She has ensured that parental permissions have been acquired when seeking medical advice or treatment and in addition parents have given permission for outings with the childminder. The childminder continues to ensure that all smoke alarms are in full working order.

The quality and standards of the early years provision

Children are happy and settled and benefit from a caring, responsive relationship between themselves and the childminder. Clear boundaries for behaviour are in place and positive behaviour is promoted. Younger children benefit from the childminder's exclusive care during the day and respond well to the undivided attention they receive whilst engaging in play activities, such as role play, jigsaws and electronic activities. For example, when the childminder walks the children across a bridge she reminds them of the Billy Goat Gruff story and that he might be hiding underneath. The childminder plays along with the children reminding them to walk gently, talk quietly and be on the lookout. The childminder is vigilant about busy roads and encourages the children to be actively look out for traffic and listen to the sound of the road carefully. The childminder repeats words and actions, such as clapping hands or describing colours giving lots of praise and eye contact.

The physical learning environment gives all children opportunities to make independent choices. Older children select activities and equipment to pursue their own interests and younger children are provided with an age appropriate environment and a good range of easily accessible resources. The childminder is observing children's interests but needs to develop this further and to relate this to the early learning goals. Spontaneous observations are conducted occasionally, however, not all the observations are yet formally recorded. As a result, the childminder does not have all the information about children's progress and development needed to help her identify the next steps of children's learning. The childminder clearly knows the children well and delivers personalised learning, development and care, aimed at meeting their individual interests and ensuring all children are included.

The childminder has some awareness of the six areas of learning and informally supports children's learning across the areas. Children are involved in a range of adult-led activities and spontaneous events, which supports their development and

overall learning. Children enthusiastically participate when the childminder instigates singing as they gleefully make dancing movements to the sound of the childminder's voice. Older children take part in imaginative role play and enjoy writing, colouring and painting.

Children have opportunities to solve problems whilst completing age appropriate activities such as jigsaw puzzles or posting shapes into the shape sorter. The childminder makes use of the local park and takes the children on regular visits to the local library. When they visit local playgroups, children are also able to socialise with others and have the opportunity to play with larger physical equipment such as slides. The childminder also ensures children experience a good range of outdoor experiences by going for walks to visit the local shops or playing in the park nearby. Children are appropriately dressed and equipped with coats, bags and scarves as they walk back from play group happily talking about the recent change the spring weather and comparing it to the recent snowfall, happily talked about how they thoroughly enjoyed the experience of feeling the snow crunching under their feet.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.