

Inspection report for early years provision

Unique reference number	EY308453
Inspection date	14/01/2009
Inspector	Alison Edwards
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

This childminder registered in 2005. She lives in a house on a through road in a large village in the Charnwood district of Leicestershire with her husband and two children aged 12 and eight years of age. The house is accessed by a low step. Minded children use the ground floor of the house for play with access to the first floor bathroom and one bedroom as needed. There is an enclosed garden for outdoor play. A dog is kept as a family pet. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six minded children under eight years, normally including a maximum of three children in the early years age group. There are currently six children on roll, of whom four are in the early years age range.

Overall effectiveness of the early years provision

Children's needs are generally met well in this comfortable and welcoming family setting. The childminder shows a commitment to continued development of the childcare provision, and to addressing any identified weaknesses, through use of relevant local training courses and self-evaluation of her practice. She knows individual children well, so helping them to feel valued and included in her care.

What steps need to be taken to improve provision further?

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

- develop further the use of observations and assessments to identify and plan for the next stage of children's learning to support high levels of challenge and progression.

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

- improve arrangements to ensure that there is always an adult with a current paediatric first aid certificate present (Safeguarding and promoting children's welfare).

28/01/2009

The leadership and management of the early years provision

Childminding is generally organised well to underpin children's welfare and development. Required records are methodically maintained to help ensure children's individual health, care and dietary needs are effectively met. The childminder has developed a range of written policies and procedures which are available to parents. This helps to establish a shared understanding of arrangements underpinning children's care, for example the assessment and management of identified risks or potential emergencies. The childminder has

started to use self-evaluation processes to thoughtfully review many aspects of her provision. She has made use of relevant local training and support to address recommendations made at her previous inspection, and to develop her understanding of issues such as child protection. However, the childminder's current paediatric first aid certificate expires before planned completion of her renewal training. This potentially limits her ability to implement current best practice should there be any accident or sudden illness during this period.

The childminder understands what child abuse and neglect are. She has a clear understanding of her responsibility to act in accordance with locally and nationally agreed procedures in the event of any child protection concerns in order to safeguard children from harm.

Children benefit from the childminder's good arrangements to work in partnership with parents. High priority is given to ensuring that relevant information about children's individual needs, interests and experiences is shared, and that confidentiality is respected. The childminder is developing generally effective use of shared diaries and well-captioned photographs to identify observed aspects of children's abilities and progress and share these with parents. She has a clear understanding of what to do in the event of any complaint or parental concern in order to manage any such incident in children's best interests.

The quality and standards of the early years provision

The childminder has a good understanding of the value of practical play and first-hand experiences in supporting children's overall development, by enabling children to explore the world around them, and helping them to develop their communication, reasoning and creativity. For example, young children are intrigued by the differences between slugs and snails in the garden, and help sow and care for sunflower plants, so beginning to understand what makes them grow. They begin to develop an understanding of 'cause and effect' as they operate simple electronic toys using buttons and switches. The childminder readily responds to their use of gesture or simple spoken language to explore their experiences or emotions, for example when a toddler comments that a noisy train under the bridge 'scares me'. She quickly recognises examples of children's growing understanding within their spontaneous play, for example, by encouraging a toddler to extend and count the collection of red plastic fruits and vegetables he has grouped on a red plate. Children across the age range show confident interest in simple imaginative play, for example as an older baby offers pretend drinks and food to a doll. They confidently use crayons and pencils to make their mark and express their own ideas. They show enthusiastic enjoyment of rhythm and rhyme as they enthusiastically participate in simple action songs. The childminder already makes good use of diaries and well-captioned photographs to identify how particular experiences demonstrate children's changing abilities and interests across most aspects of learning. However, as yet she does not make systematic use of these assessments to plan for the next steps in their learning in order to consistently support high levels of challenge and progression.

Children are helped to develop a healthy lifestyle within their daily routines.

Toddlers confidently identify a wide range of fruit and vegetables in simple pretend play. The childminder works closely with parents to ensure that meals and snacks are suited to individual needs and include a good range of healthy ingredients, such as chopped fresh fruits. She consistently implements good hygiene practices, for example during nappy changing, and enables children to develop growing independence in simple self-care tasks, such as managing their own outdoor clothes or using tissues effectively to wipe their noses. From an early age, children show confident dexterity, as when a baby enjoys spooning her own food at meal times, or when toddlers successfully build tall towers of bricks. Children enjoy a varied range of indoor and outdoor activities enabling them to develop their large movement skills, for example as toddlers confidently climb and slide, move rhythmically to music, or play with balls and bean bags.

The childminder makes good use of risk assessments to underpin established safety precautions within the home and on outings, and to manage any changed circumstances effectively. For example, a recently established pond is fitted with a sturdy and secure weight-bearing cover, and safe and hygienic care arrangements are in place for the family's pet dog. Children learn about aspects of safety within daily routines from an early age, for example as the childminder encourages them to look and listen for traffic when out walking, or introduces them to safe ways of handling children's scissors or cutlery. Premises and equipment are used well so children can comfortably and safely rest, play and eat according to their needs. Sleeping children rest undisturbed in travel cots or their own lie-back buggies in the quiet dining room within the childminder's hearing, whilst wakeful children enjoy active play within the adjacent lounge and breakfast kitchen. A good range of sturdy booster seats, low tables and seats and normal dining furniture enables children of different stages of maturity to safely and comfortably eat and play independently.

The childminder knows children well, taking account of their individual likes and fears, so helping them to know that their feelings are valued and to develop growing confidence in their relationships and activities. Children are encouraged to understand the needs of others, for example as they enjoy listening to stories of animal families caring for each other. The childminder helps them to negotiate and cooperate with each other in simple pretend play. They develop good levels of concentration and focus as the childminder helps them extend their spontaneous play. The childminder has developed useful and readily accessible statements outlining positive ways in which she helps children learn to manage their behaviour and encourages them to recognise and respect diversity. Consequently, children are establishing a good basis for their future development and learning.

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.	3

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?	3
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:

- ensure an appropriate first aid qualification is maintained (Welfare of the children being cared for). (Also applies to the voluntary part of the Childcare Register).

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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:

- ensure an appropriate first aid qualification is maintained (Welfare of the children being cared for). (Also applies to the compulsory part of the Childcare Register).

28/01/2009

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.